

**IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE  
LEARNING FOR THE VII GRADE STUDENTS OF SMP N 2 BERBAH  
IN THE ACADEMIC YEAR OF 2013 / 2014**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements for the Attainment of  
the Degree of *Sarjana Pendidikan* in English Language Education



By:

**Sekti Sari**

06202244110

**ENGLISH LANGUAGE EDUCATION DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**YOGYAKARTA STATE UNIVERSITY**

**2014**

## APPROVAL

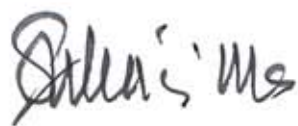
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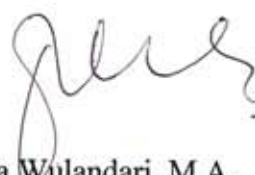
First Supervisor,

Second Supervisor,



Suhaini M Saleh, M.A.

NIP. 19540120 197903 1 002



Ella Wulandari, M.A.

NIP. 19830518 200604 2 001

## RATIFICATION

### IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING FOR THE VII GRADE STUDENTS OF SMP N 2 BERBAH IN THE ACADEMIC YEAR OF 2013/2014

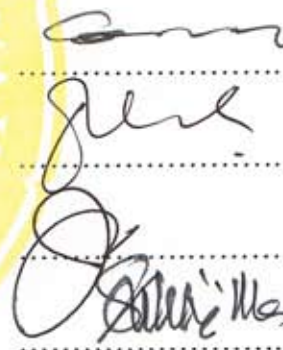
A Thesis

By:  
Sekti Sari  
06202244110

Accepted by the Board of Examiners of the Faculty of Languages and Arts,  
Yogyakarta State University on August 18<sup>th</sup>, 2014 and declared to have fulfilled  
the requirements for the attainment of *Sarjana Pendidikan* Degree of English  
Education.

#### Board of Examiners

Chairperson : Drs. Samsul Maarif, M. A.  
Secretary : Ella Wulandari, M. A.  
First Examiner : Dra. Nury Supriyanti, M. A.  
Second Examiner : Suhaini M. Saleh, M.A.



Four handwritten signatures are present, each on a dotted line, corresponding to the members of the Board of Examiners listed to the left.

Yogyakarta, August 18<sup>th</sup>, 2014

Faculty of Languages and Arts

Yogyakarta State University

Dean,



A handwritten signature is present over a circular official stamp of Yogyakarta State University.

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

## PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Sekti Sari

NIM : 06202244110

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Skripsi : *Improving Speaking Skills through Cooperative Learning for the VII Grade Students of SMP N 2 Berbah in the Academic Year of 2013/2014*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, Juli 2014

Penulis,



Sekti Sari

## MOTTOS

“When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us.” – Alexander Graham Bell

“If you don’t go after what you want, you’ll never have it. If you don’t ask, the answer is always no. If you don’t step forward, you’re always in the same place.”

– Nora Roberts

“Believe you can and you’re halfway there.” – Theodore Roosevelt

“If you can imagine it, you can achieve it. If you can dream it, you can become it.” – William Arthur Ward

I lovingly dedicate this  
thesis to my beloved  
mother, father, sister,  
and friends.

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I am very grateful to Allah SWT the Most Gracious and the Most Merciful. Alhamdulillahirobil 'alamin, all praise is to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. So any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 2014

The writer,

A handwritten signature in black ink, consisting of stylized, flowing letters that appear to read 'Seki Sari'.

Sekti Sari

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**By: Sekti Sari  
06202244110**

**ABSTRACT**

The aim of this research is improving speaking skills of the VII grade students of SMP N 2 Berbah in the academic year of 2013/2014 through cooperative learning.

This research applied the principle of action research. The data collected were qualitative and quantitative in nature. The qualitative data were obtained by doing observation, interviewing students and the teacher, making field notes, and having the discussion with the teacher. Meanwhile, the quantitative data were obtained from the pre-test and the post-test scores. The research procedure was identifying the problems, planning the actions, implementing and observing the action, and reflecting the actions done. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

The result of this research showed that the implementation of cooperative learning activities (think pair share, two stay two stray, inside outside circle, and numbered head together) and other accompanying actions (i.e. using the classroom English, using the teaching media, and giving rewards) were successful in improving the students' speaking skills. The improvements covers; (1) The students' ability to understand the lesson, (2) the students' involvement in the speaking teaching-learning process, and (3) the students' participation in the speaking teaching-learning process. The findings were supported by the means of the students' speaking scores which had improved from 68.38 in the pre-test to 71.32 in the post-test.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English, as the most popular and widely spread international language has been a central access in the global communication, business, knowledge, technology and culture. For this reason, English has become a compulsory subject to be learnt in almost any levels of education in Indonesia.

In the junior high school, the English teaching process is targeted to enable students to gain the functional literacy, that is the ability to communicate both in simple oral and written English to deal with the daily life activities such as understanding manuals, asking/giving information, apologizing, etc (Depdiknas, 2006: 322).

The objective of the English teaching-learning process is to enable students to use English to communicate in both oral and written forms. Therefore, the emphasis is on developing students' four language skills; those are listening, speaking, reading, and writing. Those four skills should be learned in the same proportion by the students. In fact, in the English teaching and learning process at almost all of junior high schools, students seem to have less proportion in learning speaking and listening. The activities of students are dominated with

writing and reading skills, so the class activities look passive and monotonous. It means that the English teaching and learning have not reached the target of the English curriculum where the activities of the English subject should cover four skills.

Furthermore, English examination of junior high school usually only covers writing and reading skills. Students rarely get oral examination in the English teaching and learning process. Therefore, students do not have any reinforcement to learn to speak English seriously. As a result, the oral communication of the students in junior high schools is very low.

Based on the observation of the English teaching-learning process at grade VII in SMP N 2 Berbah, the students' activities during the English subject were not different from other junior high schools. The students' speaking skills seemed getting less adequate attention. The class activities of students were dominated by analyzing texts and doing tasks from text book. The teacher did not give the students varied activities in learning English. Therefore, the students felt bored because they had only monotonous activities every time they came to the English lesson, especially in the English speaking class. When the researcher interviewed some students there, some of them answered that actually they wanted to speak English but they did not know how to start to do it. It proved that the students still had motivation to be able to speak English but they did not find facilities to learn it.

Moreover, though the students have been learning English since they were in elementary school, they were still unable to speak English properly. The students still find it difficult to pronounce certain English words. Furthermore, the students also had limited English vocabulary. They did not know the meaning of many words in English. Sometimes they were confused when the teacher gave instruction of class activities in English. Therefore, they often did not get the point about what the teacher said. Furthermore, the students were passive, felt shy and unconfident if they were asked to speak English. Based on the condition of the students' speaking skills above, it can be concluded that the students' speaking skills in SMP N 2 Berbah need improvement.

Based on the facts above, effective solution tried to be found to improve the students' speaking skills through cooperative learning. Since the students often worked individually, the researcher decided to use cooperative learning so that they could enjoy working in groups in order to maximize their learning experience and thus increase their speaking ability.

## **B. Identification of the Problem**

After conducting the observation, the researcher found some problems related to teaching and learning of speaking. As it has been stated in the previous section, the problems come from the teacher, students, and also the activities and the media.



The first problem is related to the teacher. This problem focused on the English teacher's teaching techniques. The teacher seldom used interactive teaching techniques, such as games or group works. She mostly used individual practice that made the students feel bored of the lesson and mostly focused on the students' writing and reading skills and she seldom gave speaking practice. When giving speaking practice she tended to use speaking conversation from the text book without adding more interactive method. In addition, the way she explained the materials were very fast and too short so that the students could not comprehend the material well. The teacher rarely used English in the classroom.

The second problem is related to the students. Some students had low motivation to get involved in the English classroom activities. They were afraid of answering the teacher's question. They were shy when the teacher asked them to practice in front of the class. They also paid less attention when the teacher was explaining the speaking activity.

The third problem is related to the topics used by the teacher. The teacher basically only used the text book in the teaching learning activities without additional materials from other sources. However, the book mostly focused on teaching grammar, translation, and was not interesting.

The fourth problem is related to the teaching media. There were only minimum teaching media to facilitate and support the English teaching learning process. The teacher only used the teaching media available in the class, for

instance, LCD projector. She rarely used other electronic media and pictures to motivate the students to speak.

The last problem is related to the classroom management. The seating arrangement is not conducive to hold a discussion, conversation, and other speaking activities. The method used for English teaching-learning made the students passive and difficult to engage in communicative activities.

### **C. Limitation of the Problem**

This research has broader scope and it is impossible for the researcher to handle all the problems. Therefore, considering the limited time and knowledge, she limits the scope of the research. Based on the background and the identification of the problems, the problem of this research is focused on technique which can effectively improve the students' speaking skills at SMP N 2 Berbah.

The cooperative learning as a technique was decided to apply in order to improve the students' speaking skills of VII grade students of SMP N 2 Berbah in the academic year 2013/2014. There are some beneficial points that can be obtained from cooperative learning. Cooperative learning may help the students to work together in groups so that they can learn maximally. By working together, the students can discuss, finish and submit the task given. It means that silence in speaking activities can be minimized.

Besides, cooperative learning allows the students to support one another to be brave and confident as well. There are opportunities for the students to receive individual assistance from their mates. They can work together to improve their vocabulary and pronunciation. They have partners to practice speaking, and get feedback from their friends. The students receive more chances to speak because cooperative learning requires and enhances the students' communication skills.

#### **D. Formulation of the Problem**

Based on the problem limited above, this research problem is formulated as follows "How should cooperative learning be applied to improve speaking skills of VII grade students of SMP N 2 Berbah in the academic year 2013/2014?"

#### **E. The Objectives of the Research**

The study is conducted to improve the students' speaking skills by using cooperative learning.

#### **F. The Significance of the Research**

The result of this research is expected to give some theoretical and practical advantages.

1. Theoretically, this research provides beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking skills.
2. Practically, the result of this research is beneficial to the following parties:
  - a. for the researcher, the research can give a practice in developing her knowledge and skill in problem-solving processes;
  - b. for the English teachers in SMP N 2 Berbah, the research can be used as a source of information about ways to improve the students' speaking skills;
  - c. for SMP N 2 Berbah students, the research will make them more interested and motivated to learn and to speak English;
  - d. for other researchers, the research can give general knowledge of how to improve students' speaking skills and as the foundation for the next research.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. The Nature of Speaking**

##### **a. The Definition of Speaking**

Many experts define speaking in different ways. Cameron (2001:46) states that speaking is the active use of language to express meaning so that other people can understand it. Furthermore, in speaking there is a process of transferring information between the speakers and listeners. Clark and Clark (1977:272) state that in speaking people put ideas into words, talking about perception, feeling, and intention. They want other people to comprehend about what they are talking about. They assert things to change their store of knowledge and ask questions to get information.

Johnson and Morrow (1981:70) add that speaking is an activity involving two or more people in which the speaker and listener have to react to what they hear and make their contributions at speed of high level. Each participant in speaking has a purpose that he or she wants to attain. Brown and Yule (1989:26) state that speaking is the way to express the need-request, information, service, etc. From this definition, it means that speaker say words to the listeners not only to express idea or information in their mind, but more than that they also want to

express what they need or ask something to be done for them. Therefore, either speakers or listeners have to be able to interpret and convey the meaning and the purpose about what is said and replied with the right answer to the other speaker.

From some definitions above, it can be concluded that speaking is the activity using acceptable language to express meaning with a certain purpose that involves two or more people with whom the speaker and listener have to react to about what they hear during the conversation.

#### **b. Aspects of Speaking**

In teaching speaking, there are some aspects which need to be considered by the teacher. Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the teacher to design the speaking activities for his/her students. Therefore, a good speaking activity has to cover all these four following aspects.

##### **1) Fluency**

A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. (Nunan, 2003: 55). Speakers need to know where he/she has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a

time in his/her speaking. Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses).

## 2) Accuracy

Nunan (2003: 55) states that accuracy happens when students' speech matches what people actually say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Thus in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

## 3) Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

## 4) Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students' English speaking fluency. They can generate sentences only by using words so it is impossible to speak fluently without having an ample site of vocabulary. In fact, some students have only limited vocabulary so they meet some difficulties in speaking. Therefore, it is

necessary for the English teacher to put some effort in order to enrich the students' vocabulary. Nunan (2003) proposes four principles for teaching vocabulary:

a) Focus on the most useful vocabulary first.

The most useful vocabulary that every language learner needs whether they use the language for listening, speaking, reading or writing or whether they use the language in formal and informal situations is the most frequent 1000 word families of English.

b) Focus on the vocabulary in the most appropriate way.

The teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c) Give attention to the high frequency words across the four strands of a course.

High frequency vocabulary should get attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing.

d) Encourage learners to reflect on and take responsibility for learning.

The learners need to realize that they must be responsible for their own learning.

**c. Classroom Speaking Activities**



Speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) proposes six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In playing scripts, it is important for the students to act out it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2) Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

### 3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion activities. The second is instant comments which can train students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as they or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

**d. Types of Classroom Speaking Performance**

In designing speaking activities or instructional materials for second language or foreign language teaching, it is necessary to recognize the different functions speaking performs in daily communication and the different purposes for which the students need speaking skills. They are imitative, intensive, responsive, interactive, and extensive.

In imitative speaking performance, learners imitate or parrot back a word or phrase or possibly a sentence. The purpose of imitation is not for meaningful interaction but for focusing on some particular elements of language form. Drilling is the example of imitative speaking performance.

An intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture) (Brown, 2004: 273).

Another type of classroom speaking performance is called responsive, short replies are the example of speaking performance which does not extend into dialogues, for example standard greetings, simple requests and comments etc. The stimulus is always a spoken prompt in order to preserve the authenticity with only one or two follow up questions (Brown, 2004: 141).

Interactive speaking performance consists of transactional and interpersonal dialogues. Transactional dialogue is carried out for the purpose of conveying or exchanging information. This type of speaking performance is an

extended form of responsive language. A conversation is the example of transactional dialogue. Another extended form of performance in interpersonal dialogue.

Compared to the purpose of transactional language, interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm etc.

The last speaking performance is extensive (monologue). Extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

#### **e. The Speaking Difficulties**

Many people regard speaking as difficult. The following eight characteristics of spoken language are adapted from Brown (2001: 270-271).

- 1) Clustering. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.
- 2) Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
- 3) Reduced forms. Contractions, elisions, reduced vowels etc. are special problems in teaching spoken English. Learners who never learn colloquial

contractions sometimes speak too formal in casual context. They become bookish and stilted.

- 4) Performance variables. In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time of English such as inserting fillers like *uh, um, well, you know, I mean* etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.
- 5) Colloquial language. Students should be familiar with words, idioms, and phrases and they practice to produce those forms.
- 6) Rate of delivery. It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.
- 8) Interaction. Having no interlocutor will rob the speaking skill components, one of them is the creativity of conversational negotiation.

## **2. Teaching Speaking**

### **a. Principles of Designing Speaking Techniques**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues (Nunan, 2003: 49). However, today's world requires that the goal of teaching speaking should improve students to use language communicatively to follow the social and cultural rules in each communicative circumstance. Richard (2006: 9) says that what is needed to use language communicatively is communicative competence which involves: grammatical competence, sociolinguistic competence, strategic competence, and discourse competence.

According to Brown and Yule (1983: 27) the objective of teaching speaking is to enable the learners to express their feelings, opinions, and ideas in the target language (English), use English expressions, such as greetings, apologizing, introducing, etc. However, learners in EFL situation learning speaking is very challenging because they have limited opportunities to use the target language outside the classroom (Nunan, 2003: 54). In relation to the teaching of speaking, Nunan (2003: 54-56) proposes some principles for designing speaking teaching techniques. They are presented as follows:

The first principle for teaching speaking is being aware of the differences between second language and foreign language learning contexts. In many schools in Indonesia, English is taught as a foreign language because the target language is not the language of communication in the society. Therefore, teacher has to work harder in teaching the students.

The second principle for teaching speaking is giving students practice with both fluency and accuracy. Fluency and accuracy are important aspects in speaking. Therefore, in teaching speaking the teacher has to make sure that his/her students get adequate practices to develop both their fluency and accuracy. Teacher should not interrupt his/her students in the middle of their speaking, even though it aims to correct the students speaking mistake. The students could not develop their fluency if they often get interruption in their speaking.

The third principle is providing opportunities for students to talk by using group work or pair work, and limiting teacher talk. The students are usually reluctant to speak because they are afraid to make mistakes in their speaking. They think that they will take the responsibility alone if they make mistakes, so they choose to keep silent in order to be safe. However, it will be different if they do the speaking activities in group. They will have partners in group activities, so they will be not alone if they make a mistake. Therefore, teacher should not start the speaking activity by asking the students to have a single speaking performance but he/she can start it in a group performance. Furthermore, the



teacher has to realize that the main role of a teacher in speaking activity is as feedback provider. It means in speaking activities teacher should not dominate the classroom talk. He/she has to encourage and provide more opportunities for the students to practice speaking and give correction if he/she finds the students make mistakes.

The fourth principle is planning speaking tasks that involve negotiation for meaning. Being able to understand and make ourselves understood are two crucial points in communication that the speakers must take into account. These two points show us that there is a process of negotiating meaning in communication. In relation to the speaking activity, the teacher is demanded to design the speaking task that can cover the practice of negotiating meaning. It involves asking for clarification, repetition, and explanation. Therefore, at the end of the lesson the students can have the ability to clarify their understanding and confirm that someone has understood about they have said during the communication in the target language.

The fifth principle is designing classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional and transactional speech is an effective inside-classroom practice to improve spoken language. Interactional speech is a form of communication for social purposes such as establishing and maintaining social relationships. This kind of communication is relatively unpredictable in nature. In contrast, transactional

speech is a form of communication for certain purposes to get something done such as the exchange of goods or services. This kind of communication is highly predictable in nature like telephoning for a taxi. The two types of oral production skill enable to put into role play as the possible practice conducted by students.

Moreover, Kayi (2006) suggests some guidance for English language teachers while teaching oral language:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- 4) Indicate positive signs when commenting on a student's response.
- 5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- 7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his/her speech.

- 8) Involve speaking activities not only in the class but also out of the class; contact parents and other people who can help.
- 9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pair.
- 10) Provide the vocabulary beforehand that students need in speaking activities.
- 11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Both Nunan and Kayi propose almost the same basic principles in the teaching speaking. Both of them suggest the English language teachers to give their students enough opportunity to speak and have speaking practice to empower their fluency and accuracy in speaking.

#### **b. Teacher's Roles during the Speaking Lesson**

Teachers play an important role during teaching and learning process. Students cannot learn English without teachers' guidance. Sometimes, a teacher should motivate the student to learn English. The students need their teacher's guidance in doing activities. According to Harmer (2001), a teacher needs to play a number of different roles during the speaking activities. The following are the teachers' role when we are trying to get the learners to speak fluently:

### 1) Prompter

In this case, the teacher helps the students by offering words or phrase to encourage the students thinking creatively when they lose their fluency. If this can be done supportively, without disrupting the discussion or forcing the students out of role, it will stop the sense of frustration that some students feel when they come to a dead end of language or ideas. Commonly, the teachers have to prompt students in monolingual groups to speak English rather than using their mother tongue.

### 2) Participants

The teachers act as participant when they participate in discussion or role-plays and also when they are in dialogue with the class. However, the teacher's participation should not dominate the activity. It is better for the teacher to stand up in the back to watch and listen when the students are practicing the tasks. By doing this, the teacher can avoid his domination in the activity.

### 3) Feedback provider

The last role is as the feedback provider. The teacher can give feedback on the students' speaking depending on the teacher's tact and the situation. The teacher can give feedback on the content of the activity and the language used directly after the students have completed an activity or later at the end of meeting.

### **c. Criteria to Design the Speaking Tasks**

In order to maximize the speaking opportunities in the teaching-learning process, Thornburry (2005:90-91) proposes some criteria for teacher to design the speaking tasks. They are mentioned as follows:

#### **1) Productivity**

A speaking activity has to provide an opportunity for the students to maximize the language production. Therefore, it can help them to enrich their vocabulary mastery and language use in speaking using the target language. Furthermore, they can get more experiences to speak using the language usually used in daily communication.

#### **2) Purposefulness**

A task in speaking activity has to have clear outcome that should be achieved by the students. Therefore in designing a speaking task, the teacher has to ensure that the task has covered the target language that will be often used by the students in daily communication.

#### **3) Interactivity**

The goal of teaching speaking is to communicate appropriately or to interact with someone else. So, a good speaking task is the one that can make an interaction between the speaker and the listener. Monologue speaking like presentation is also needed to learn when the students are in the appropriate situation.

#### 4) Challenge

In setting the degree of challenge, the teacher has to take into account the degree of difficulty of a task. It is important to adjust its difficulty in order to avoid the task from being too easy or too difficult for the students. Therefore, students will meet proper challenge and get adequate experience by finishing the tasks.

#### 5) Safety

While students are supposed to meet challenge in speaking tasks, they also need to be confident and enjoy the situation. The classroom should provide the right situation and minimize risk for the students, so they will be able to finish the task without too much anxiety.

#### 6) Authenticity

In designing a speaking task, there should be a relationship to the real language use. What students say to communicate during the speaking activities in the classroom has to be the same as communication happening outside the classroom. Therefore, the students will have good preparation to be autonomous speakers.

### **d. The Characteristics of Junior High School Students**

The age range of students in junior high school is between twelve and sixteen. Therefore they have been able to be called as teenager. However, they are

still in the early age of puberty. Brown (2001: 32) states that this age is the time they face their transition, confusion, self-consciousness, growing, and changing bodies and minds. Moreover they have a high curiosity about something new that they find and try to explore it.

Therefore, the teacher has to consider some variables which are appropriate to apply in teaching teenagers. Brown (2001: 32) proposes five thoughts that may become a special set of considerations applied when teaching them:

- 1) Intellectual capacity adds abstract operation thought around the age of twelve.
- 2) Attention spans are lengthening as a result of intellectual maturation, but sometimes it can easily be shortened.
- 3) Varieties of sensory input are still important.
- 4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle.
- 5) Secondary school students are becoming adult like in their ability to make them different with others.

#### **e. Teaching Speaking in Junior High School based on School-Based Curriculum**

In Indonesia, School-Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) has been started to be applied by the government since 2006

as the development of competency based curriculum. It is used as the guide for the teaching and learning implementation in all levels of educational institutions including junior high school. Under the supervision of the education department, the government gives authority for each school and the teacher to develop the curriculum by exploring the standard competency and basic competency. Furthermore, the teacher can use them as the standard to design the course grid and lesson plan containing the learning material and activities which are suitable with the students' condition of the school.

In general, the English teaching and learning aims to develop four skills in English namely reading, writing, speaking, and listening. Therefore the graduates will be able to communicate to one another in a certain literacy level. Furthermore, the English teaching and learning in junior high school is aimed to achieve the target level functional literacy. In this level, learners are supposed to be able to use English language in daily communication in both written and spoken. Based on the school curriculum, the target functional level literacy of English subject in junior high school is that students must have the following capabilities:

- 1) Developing communicative competence in spoken and written form to gain functional level literacy.
- 2) Having the awareness of the essence and importance of English to improve the nation's competitive aspect in global society.



- 3) Developing the students' comprehension of the relation among language and culture.

Besides, according to the Regulation of Ministry of National Education (Permendiknas) no. 22, year 2006 about the standard of competencies and Pemandiknas no. 23, year 2006 about the basic competencies for English teaching and learning process which has proposed by BSNP (2006), the VII grade students junior high school in the first semester have to pose several speaking competencies as shown in Table 1.

**Table 1: The Standard of Competency and the Basic Competency of Speaking Skill for the VII Grade Students Junior High School of the First Semester in reference to School-Based Curriculum**

<b>Standard of Competency</b>	<b>Basic Competency</b>
<i>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat</i>	<p><i>3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima</i></p> <p><i>3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/ sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang</i></p> <p><i>3.3 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak</i></p>

	<i>tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan</i>
<i>4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat</i>	<i>4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</i> <i>4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat</i>

### **3. Cooperative Learning**

#### **a. The Definition of Cooperative Learning**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson and Johnson, 1999: 9). Jacob, Power, and Loh (2002) assert that cooperative learning comprises principles and techniques for helping students to work together more effectively. Another definition suggested by Slavin (1995: 2) states that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. The higher-level students will help lower-level ones to improve their understanding of the subject. The idea behind cooperative learning is that by giving a reward to a group rather than individual, the students will be motivated to help one another to master academic materials. Each member of a team is responsible not only for

learning the materials but also for helping teammates to understand the subject and complete the task given. Thus, it creates an atmosphere of achievements.

In addition, a cooperative classroom increasingly emphasizes mediated learning. Mediation can be defined as facilitating, modeling, and coaching. Facilitating involves creating a rich environment and activity for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students several authentic learning tasks. Coaching involves giving hints or clue, providing feedback, redirecting students' effort and helping them in using the strategy. This is to provide them with right amount of help when they need it.

The decision to include cooperative learning assignments in a course should be based on a careful examination of the course goal. For example, if students are expected to be able to apply theoretical knowledge to real world problems, or demonstrate decision making or problem solving, then it may be appropriate to finish it in a group work. The size of the classroom is an important element also that must be considered in applying cooperative learning. The number of students in each team must enable them to participate in their work. Individual accountability is essential to group success (Mandal, 2009).

## **b. The Principles and Advantages of Cooperative Learning**

Many principles have been proposed for cooperative learning. Below are some principles of cooperative learning proposed by different experts.

- 1) Heterogeneous grouping. The principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence (Jacobs, 2000).
- 2) Collaborative skills. Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills (Jacobs, 2000).
- 3) Group autonomy. This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When students groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class (Jacobs, 2000).
- 4) Simultaneous interaction. In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time, usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students

divided into 4 students per group = 10 students (1 per group) speaking at the same time (Kagan, 1994).

- 5) Equal participation. A frequent problem in groups is that one or two group members dominate the group and for whatever reason, this impedes the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members (Kagan, 1994).
- 6) Individual accountability. In a classroom, the team success depends on the individual learning of all team members. Accountability focuses the activity of the team members on helping one another learn and making sure that everyone in the team is ready for a quiz or any other assessment that students take without teammate (Slavin, 1995: 5).
- 7) Positive interdependence. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members. It is this “All for one, one for all” feeling that leads group members to want to help one another, to see that they share a common goal (Kagan, 1994).
- 8) Cooperative as a value. This principle means that rather than cooperation being only a way to learn, i.e., the *how* of learning, cooperation also becomes part of the content to be learned, i.e., the *what* of learning. Cooperation as a value involves taking the feeling of “All for one, one for all” (Jacobs, 2000).
- 9) Reward. It is very important to enhance students’ performance (Slavin, 1995).

Language experts and researchers do not only explore the principles of cooperative learning, but also find the advantages of it. A good deal of research has revealed a number of advantages in cooperative learning such as increasing student talk, more varied talk, a more relaxed atmosphere, greater motivation, more negotiation of meaning, and increasing amount of comprehensible input (Liang, Mohan and Early, 1998; Olsen and Kagan, 1992). Other advantages of cooperative learning are described as follows:

- 1) Promote students learning and academic achievement
- 2) Increase students retention
- 3) Enhance students satisfaction with their learning experience
- 4) Help students develop skills in oral communication
- 5) Promote students self- esteem
- 6) Provide a shared cognitive set of information between students
- 7) Motivate students to learn the material
- 8) Provide formative feedback
- 9) Develop social and group skills necessary for success outside the classroom
- 10) Promote positive interaction between members of different cultural and socio- economic groups (Slavin, 1995; Kagan, 1994)

### **c. Cooperative Learning Methods**

According to Johnson, Johnson, Stanne and Geribaldi (1990), cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Many teachers use cooperative learning in so many different ways that the lists of methods are impossibly explained in this literature review. Here are some class activities in cooperative learning cited from Mandal (2009).

#### **1) Jigsaw**

A group of five is set up and each member of groups learns different material. This is called as origin group. Then everybody who is from the origin group will get together with the expert group consisting of students who will talk the same material. After discussing with the expert group, each member of group gets back to the origin group to teach about the material he has been discussed with the expert group.

#### **2) Think- Pair- Share**

The teacher gives the students questions and let them think about the answer. She then asks the students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. In the end, the pair shares their responses with other pairs.

### 3) Three- step interview

Students interview each other in pairs during the first step. They then switch their roles as an interviewer and an interviewee. The final step is that members share their partner's response with the team. Interview is used to gain competence in speaking, listening and summarizing.

### 4) Team- Pair- Solo

Students do problem first as a team then with a partner, and finally on their own. It is a good design to motivate the students to solve the problems which are beyond their ability.

### 5) Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked to the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

## **B. Conceptual Framework**

Cooperative learning is designed to be implemented in English teaching and learning process including speaking. The concept of cooperative learning which gives priority to students' involvement and cooperation during the teaching and learning process gives benefits for them to improve their learning motivation, independence, and social skills. In a group, the students work together and have



discussion in order to solve the problem. Therefore, through cooperative learning, the interaction between the teacher and the students and among the students can be improved too.

Cooperative learning also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process. In teaching and learning process of speaking, cooperative learning can arouse students' involvement. It encourages the students to actively involve in classroom activities. It creates a learning atmosphere which is full of encouragement and positive relation among the group as well.

During the learning process, students are led to help each other in group. They also motivate and encourage each other to make maximum effort in performing their tasks. This way, students share responsibility to do the best both for themselves and their group. They will have their own responsibility for the success of their group. It hopefully improves the students' ability to speak English.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research study is action research that is aimed at improving speaking skills through cooperative learning in the VII grade students of SMP N 2 Berbah in academic year of 2013/ 2014.

In conducting the study, the researcher worked together with her collaborator in deciding the subject of the research, identifying the field problems occurring in the target classroom, up to implementing the actions. The English teacher and the students were also invited to work collaboratively in conducting this action research.

The research team involved the students of class VII C, my collaborator, and I as the researcher. The object of the research is students' speaking skill that was improved by implementing cooperative learning.

#### **B. Research Setting**

This research was conducted in SMP N 2 Berbah. It is located in Sanggrahan, Tegaltirto, Berbah, Sleman, Yogyakarta. This school has twelve classrooms and adequate facilities to support the teaching and learning process, such as a physics laboratory, a biology laboratory, a language laboratory, a

computer laboratory, an art laboratory, a dance laboratory, a library, and volleyball and basketball courts. Each class in this school consists of 32 students. Totally, there are 384 students, one headmaster, 45 teachers, and 3 English teachers.

### **C. The Subject of the Research**

The main subjects of this study were first semester students of SMP N 2 Berbah who were in grade VII C in the academic year of 2013/2014. This class was chosen as the subject because based on the previous observation; the students in this class experienced some problems in learning English. One of the problems was dealing with the speaking skills.

### **D. Data Collection Procedure**

The data to be collected were qualitative and quantitative data. The qualitative data which were field notes and interview transcripts were collected through: 1) guided interview with the English teacher and the students in grade VII C, and 2) the classroom observation of the English teaching and learning process.

Then, the quantitative data that were in the form of students speaking scores were collected through the speaking assessments which were conducted twice in this study. The first was pre-test; it was conducted to know the students'

speaking proficiency. Then, post-test was conducted to know whether there is a significant improvement of the speaking skill or not after cooperative learning techniques and accompanying actions were applied.

#### **E. Data Analysis Technique**

The data of the research which were field notes and the interview transcripts were analyzed based on the qualitative data analysis. Meanwhile, the students' performance tests were scored by using the speaking rubric proposed by Dick, Gall, and Brog (2003:571) with some modification. The result of the students' performances was analyzed by using Excel program to find out the mean and standard deviation of the students' speaking performance. Then, the researcher determined whether there is any improvement on the students speaking skills or not based on the mean and standard deviation of the tests.

#### **F. Research Validity and Reliability**

To fulfil the validity of the research, the researcher followed the following criteria proposed by Burns (1999:161-162):

1. Democratic validity, which is related to the extent to which the research is truly collaborative. To fulfill this validity; the researcher, the English teacher and the students were given some chances to express their opinions, ideas,

and suggestions toward the problems faced to look for the solution of the problems.

2. Outcome validity, which is related to the notions of actions leading to outcome that are “successful” within the research context. This research had a purpose that is to improve the students’ speaking skills through cooperative learning. When their speaking skills improved, this research could be concluded successful.
3. Process validity, which raises questions about the process of conducting the research. To get the process validity, this research was done according to the research procedures decided. This research was done firstly by identifying the problems. Then the pre test was applied and soon the actions were done after that. The observation was also done while the action was applied. After that, the actions were reflected and the revision was done in the next cycle to revise some weaknesses which occurred in the previous cycle. Finally, the post test was applied to measure the success of this research.
4. Catalytic validity, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers’ and learners’ understanding of their role and the action taken as a result of these changes. To the researcher, this research could improve her understanding and knowledge in action research both theoretically and practically. It also gave meaningful

experience in teaching and learning English, especially in speaking. To the teacher, this research could give inspirations and solutions to problems which occurred in teaching and learning English. To the students, this research could hopefully improve their motivation in practicing speaking English as the function of learning a language was to be able to communicate each other in the target language.

5. Dialogic validity, which parallels the processes of collaborative enquiry or reflective dialogue with “critical friends” or other practitioners. This validity was fulfilled by doing some dialogues among the researcher, the English teacher and the students to improve the next action. To look for the strengths and weaknesses in the research, the teacher and the students were given chance to express some critiques and comments related to the action done by the researcher. This validity was also fulfilled by doing some dialogues with participants who were not included directly in this research like lecturers, teachers and so on.

To avoid the subjectivity in analyzing the data and to get the trustworthiness, the research used triangulation through interview and observation. To obtain trustworthiness, Burns (1999:163) suggests four triangulation techniques. They are time triangulation, space triangulation,

investigator triangulation, and theoretical triangulation. The triangulation (Burns, 1999: 163-164) techniques used in this research were:

1. Time triangulation: data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about the improvement on speaking skills through having pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.
2. Investigator triangulation: the researcher and the English teacher were in charge of observing the teaching and learning process so that both of them contributed in the making of the current field notes and observation checklists.
3. Theoretical triangulation: data were analyzed from more than one perspective. The researcher involved more than one source in gathering the data. The researcher involved the English teacher and the students. The researcher also referred to many theories in conducting this research and consulted with her lecturers.

## **G. Research Procedure**

### **1. Reconnaissance**

The first step in conducting action research was finding facts and analyzing them. In this study, the researcher interviewed the English teacher to identify the existing problems in the field. Then, the teaching-learning processes in the classroom were observed. Based on the interview and observation, the researcher and the English teacher classified the existing problems that were interrelated based on the priority scale, so that, when the research members solved the previous problem, the preceding ones could be solved more easily.

### **2. Planning**

At this stage, the researcher made general as well as specific plans. The general plan was made to plan all aspects related to the classroom action research while the specific one was aimed to make the plans for each cycle. The specific plans were used to plan the next cycles.

### **3. Action and observation**

In this step, the researcher implemented the action plans. While implementing the actions, the researcher observed what was going on in the classroom to know the occurring problems as well as to know the successes of the actions. To record what had been observed, the researcher wrote field notes about all events happening in the classroom being observed.



Based on the agreement among the research members, the action was implemented in two cycles. The researcher and other research members observed and recorded the teaching-learning processes when the actions were being implemented. Based on the observation, field notes and interviews; the involved members discussed the implementation of the actions and the changes as the result of the actions. The results of the discussions served as an evaluation for the implementation of the actions plans to improve the next ones.

#### 4. Reflection

Reflection is the evaluation done by the collaborator or research members. The reflections have to be carried out collaboratively by discussing the success of the actions as well as problems happening in the classroom during the action implementation.

At the end of each action, the researcher, the English teacher and the students made reflections about the problems occurring during the action implementation. The reflection of the actions indicated the success of the action research. The actions that were unsuccessful were changed with the suitable ones, but those that were successful were used again in the next cycle.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Reconnaissance**

##### **1. Identification of the Field Problems**

The research process began with finding problems in the field. There were some activities conducted to gain clearer identification of the field problems. Some interviews and classroom observation were done. The interview with the English teacher was done on August 21, 2013 and the interview with the students was done on August 27, 2013 after the observation. To give the clearer description, here is the vignette of the teaching and learning process during the observation.

#### **Vignette**

Tuesday August 27, 2013

VIIC Classroom

R : Researcher

ET : English Teacher

Ss : Students

ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note. The classroom was clean and neat. There were some facilities such as an LCD projector and a speaker.

ET started the lesson by greeting Ss. Then she asked Ss what they had learned at the previous meeting. One student seemed active in answering the questions. Meanwhile the others kept silent or answered lazily. ET told Ss that they would perform expressions of asking and giving information. ET didn't use any media at all. Sometimes, ET used Indonesian. When ET was

explaining the materials, some Ss sitting in the back rows were chatting with their friends. Then ET asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. They memorized the dialogue seriously. Their pronunciation, fluency and accuracy were very poor, there were still many grammar errors, and limited vocabulary.

Ss performed their dialogues in front of the class. They seemed trying to remember what they had memorized before. Sometimes they were silent, did not know what to speak as they suddenly skipped what they were going to say. ET did not directly correct the Ss' mistakes. She took a note about those mistakes and corrected at the end of the class. Nevertheless, not all Ss' mistakes were noted and corrected.

ET made a game to end the class. ET asked Ss to perform individually in front of the class to describe something, while the other students were asked to guess it. ET mentioned some names but they refused this challenge. Finally there were some students who were brave enough to describe something. Their vocabulary was so limited. Also, their pronunciation, fluency and accuracy were poor. ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to find the meanings of the words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary. ET asked Ss whether they had some questions. Ss shook their heads and kept silent. ET ended the lesson.

After conducting the observation, the researcher interviewed some students and had some discussions with the English teacher concerning the teaching and learning process. Based on the observation and interviews, there were several problems found during the teaching and learning process. The field problems which occurred during the teaching and learning process can be seen in Table 2.

**Table 2: Field Problems in the English Teaching and Learning Process of VIIC Class at SMP N 2 Berbah**

<b>No</b>	<b>Field Problems</b>	<b>Code</b>
1	The students were not confident to speak English.	S
2	The students were afraid of making mistakes when they spoke.	S
3	The students lacked vocabulary.	S
4	The students' pronunciation was still poor.	S
5	The teacher did not give conclusion of "today's lesson" at the end of the class.	T
6	Few students brought dictionary.	S
7	The teacher focused on teaching grammar.	T
8	The classroom activities were less varied.	T
9	The method used by the teacher less likely engaged the students to speak up.	T
10	The students were less encouraged to work in groups.	S
11	The seating arrangement in the class was not conducive to hold various classroom activities.	CF
12	The teacher did not use any media to stimulate students to speak.	T

Notes: S: Students T: Teacher CF: Classroom Formation

## 2. Identification of the Field Problem to Solve

The focus of the research is improving the students' speaking skills by using cooperative learning. Therefore, they decided to overcome the field problems to be solved presented in Table 3.

Table 3: **The Field Problems to Solve**

No	Field Problems	Code
1	The students were not confident to speak English.	S
2	The students were afraid of making mistakes when they spoke.	S
3	The students lacked vocabulary.	S
4	The students' pronunciation was still poor.	S
5	The teacher focused on teaching grammar.	T
6	The classroom activities were less varied.	T
7	The method used by the teacher less likely engaged the students to speak up.	T
8	The students were less encouraged to work in groups.	S
9	The teacher did not use any media to stimulate students to speak.	T

The researcher and the teacher had some discussion to analyze the field problem and main causes. The step was important to recognize the obstacles and weaknesses in relation to the field problems found.

**Table 4: Field Problems and Causes**

<b>No</b>	<b>Field Problems</b>	<b>Main Causes</b>
1	The students were not confident to speak English.	The teacher did not encourage the students to speak up since the practice of speaking was rarely given.
2	The students were afraid of making mistakes when they spoke.	
3	The students' pronunciation was still poor.	
4	The students lacked vocabulary.	The teacher focused on teaching grammar so that enriching vocabulary for students was rarely given. Since many assignments were related to grammar, the activities were mostly about constructing sentences.
5	The method used by the teacher less likely engaged the students to speak up.	
6	The classroom activities were less varied.	

7	The teacher focused on teaching grammar.	The teacher believed that grammar should be improved more in order that the students could understand the sentences.
8	The students were less encouraged to work in groups.	Most activities at class were conducted individually.
9	The teacher did not use any media to stimulate students to speak.	The teacher only used course book, “LKS”, and white board without any other media.

## **B. The Implementation of Cycle 1**

### **1. Planning**

The researcher considered the problems identified above, then some efforts were planned to solve the problems. The efforts focused on improving the student's speaking skills through cooperative learning. Based on the results of discussions with the collaborators in a democratic atmosphere on August 28, 2013, the action plans of the first Cycle that would be performed are presented below.

**a. Using the classroom English during the teaching and learning process**

During the actions, the researcher acted as the teacher in the class the researcher and the collaborator planned to use the classroom English during the teaching and learning process in order to make the students more familiar with English words and to increase their opportunities to speak English. The researcher planned to use English at class for several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on some interviews before the action, the students said that they did not understand the teacher's explanation when she spoke English all the time. Therefore, during this cycle, the researcher would use the Indonesian translation in some difficult aspects such in giving instructions and explaining the materials so that they could understand.

**b. Using the teaching media to attract students' attention in learning English**

During cycle 1, the researcher would use some media to make the teaching and learning processes more understandable. Besides, the media could make the lessons more interesting. There are some media that the



researcher would use in cycle 1. They were a recorded dialogue, cards of situations, and pictures.

**c. Applying some cooperative learning methods**

Think pair share and two stay two stray would be applied during cycle 1. The students would be encouraged to work in pairs and group to finish the tasks given. The researcher would group the students so that each group consisted of various students in term of their English proficiency. In think pair share, the students would work in creating a dialog about greeting. Besides, they would also have a two stay two stray activity by employing the information gap. They should collect the expressions based on the pictures by asking the information to other groups.

**2. Actions and Observations in Cycle 1**

The actions were carried out two times on September 25<sup>th</sup>, and 27<sup>th</sup> which required the students to work in small groups or in pairs. In this cycle, the researcher and the collaborator shared their duty during the teaching and process. The data during cycle 1 were collected through classroom observations and interviews. The complete description is provided below.

**a. Using the classroom English during the teaching and learning process**

The classroom English was used to familiarize students with English in the classroom; the students were greeted at the beginning and the end of the class. For example, "good morning class" and "how are you today?" were used at the beginning of the lesson and "who is absent today?" and "why is she absent?" were used when the teacher checked the students' attendance, and also "good bye" and "see you next meeting" were used for leave taking. Most of the students could respond to those expressions well and correctly, but some of them still got confused and did not respond to the teacher's greetings enthusiastically. To maintain the students' motivation to learn and to speak, those expressions were repeated until the students responded well and correctly. Besides, the students were asked to say "may I wash my hand, please" when they wanted to go to the bathroom. In the first time they could not say it. At the end, many of them could say the expression when they wanted to ask permission. The researcher also used other expressions in the teaching and learning process, such as: "sit down please", "do not make a noise", "please work in pair", "you get it?", and etc. In the first meeting, the students did not know what they had to do. The researcher often translated the expressions into Bahasa Indonesia. Here was an example of the use of the classroom English.

#### Field note 2

Researcher: "Okay class, don't make any noise please, and Danang please sit down in your place". Anak-anak masih saja ribut, kemudian Danang bertanya, "artinya apa buk?" (*The students are still noisy, and then Danang asked, "What does that mean miss?"*). "Mbak artikan tapi diingat-ingat ya, jadi kalo besok mbak ngomong gitu lagi kalian sudah pada tau artinya". "Iya mbak" (*"I will translate it, but you have to remember, then when next time I say this again, all of you will already know the meaning"*). S: (*"Yes miss"*).

When the students became familiar with the English expressions, they sometimes repeated what the researcher told them. In the second meeting the students could say what they have learned before to their friends or to ask a question to the researcher, such as: "Everybody, sit down", "What is the meaning of...miss?" etc. It was because they had become more familiar with the expressions used.

#### **b. Using the teaching media to attract students' attention in learning English**

Using media in the teaching and learning process could draw the students' attention and interest. Being interested with the media, the students would get involved actively in the activities. Besides, the use of media could help them understand the materials and memorize the English words or sentences. The kinds of media that were used during the implementation were a power point slide, situation cards, recorded

dialogue, and etc. The first one, the power point slides were used as the supplementary materials in addition to course book. Next, situation cards and recorded dialogue were used to illustrate the real object to the students about the materials that were learnt.

**c. Applying some cooperative learning methods**

During cycle 1, cooperative learning was employed in every meeting. It was done in pairs and groups. The students worked together to facilitate their learning. They did some tasks which needed cooperation such as creating and practicing a dialog and information gap.

Generally, the students were enthusiastic in doing group works. They were happy having partners to work with since the tasks would be easy to be completed. When they did think-pair-share at first meeting, they worked in pairs to create and perform a dialog about greeting. Before they performed in front of the class, they thought of the concept, how the story would be. Then, they shared their ideas to their couple or partner to come up with decision. Though the students were still shy in showing up their expressions and giving proper intonation during the dialog, they were very enthusiastic doing the role play. It is indicated from this interview transcript below.

R: *Gimana tadi pelajaranya di kelas?* (How was the lesson?)

S: *Seru mbak* (It was great Miss.)

R: *Kalo teknik Think-Pair-Sharenya?* (How about the use of Think-Pair-Share technique?)

S: *Bagus mbak, kita seneng kalo belajarnya pakai Think-Pair-Share, soalnya belajarnya jadi menarik, terus juga jadi lebih mudah soalnya kita kan ngerjain tugasnya bareng temen sebangku.* (It was good Miss, we enjoyed the technique because the teaching and learning process became more interesting, and the tasks also became easier because we did the tasks in pairs.)

S2: *Jadi kita gak malu mbak untuk latihan ngomong pakai bahasa Inggris, karena sudah didiskusikan dulu bareng teman sebangku.* (So we became not shy anymore to practice speaking because we have already discussed it with our partner.)

(Interview Transcript 1)

Another activity the students had during cycle 1 was two stay two stray, in which the students were asked to collect the expressions of commanding and prohibiting in the pictures. The implementation of this activity was aimed at building the students' speaking skills by communicating to one another to find needed information. There were 16 pictures and each group got 2 pictures. All groups were not allowed to show their pictures before they came to ask each group's pictures. A group of four worked together to decide the expressions of commanding or prohibiting of 2 pictures they had. After labeling their pictures, two students as guest in that group should find the expressions of commanding or prohibiting of other pictures by asking the information about the expressions on their picture to other groups while two other students as hosts stayed at the groups to give the information they had. The

expressions of commanding and prohibiting they collected such as information, “open the window”, “close the door”, “put off your shoes”, “don’t pick the flower up” and so on.

The students were enthusiastic about joining a two stay two stray activity. Besides, they easily understood the materials given and it also improved their confidence and ability in speaking. It is indicated from the following interview transcript.

R: *Kalo dari sisi materi, paham tidak?* (Do you understand the materials that have been explained?)

S2 and S3: *Paham, mbak.* (We understand, Miss)

R: *Kalo aktifitas terakhir kita yang kerja kelompok keliling menanyakan teman untuk cari informasi itu gimana ya?* (How about the last activity when you worked in groups and then asked your friends to find the information?)

S2: *Yo bagus yo kan bisa ngelatih keberanian buat bicara bahasa Inggris kan lebih baik dengan orang yang lebih dekat dahulu.* (That’s good, It could improve our confidence to speak English since at the first time we talked with our close friends.)

S3: *Kalo ssaya kerja kelompok tadi bisa ngelatih saya mengucapkan dengan benar.* (For me, that activity helped me pronounce correctly.)

(Interview Transcript 2)

R: *Menurut Vina pelajaran kita tadi gimana?* (Vina, what do you think about our class today?)

S4: *Enak si, ya sekalian bisa sharing dengan teman-teman lain. Jadi gak hanya kelompok ini dengan kelompok ini thok. Tapi semuanya bisa diajak bicara.* (Good, I could share with all my friends, not only with certain groups. But, I could talk with all groups.)

(Interview Transcript 3)

In spite of the strengths, there were some weaknesses in the activity. Some students were playing during the game. The researcher found difficulties to control the students since they went around the class to ask for the information. In addition, the time management had to be improved so that the main activity was longer. This problem can be seen in the following interview transcripts with the students and the collaborator.

R: *Apa kelemahannya dari aktivitas terakhir tadi?* (What's the weakness of the last activity?)

S4: *Ada yang gak serius hanya main-main dengan yang lain.* (Some were not serious, they just played with others.)  
(Interview Transcript 4)

R: *Gimana tadi Nung kelasnya?* (What do you think about our class today?)

K: *Terkait dengan games kelompok tadi, menurutku karena mereka hiperaktif, trus mereka harus mencari informasi ke semua kelompok, kalo aku diposisi kamu, aku susah untuk mengontrol mereka. Kita kan jadi ga tau mereka bicara Jawa, Indonesia apa Inggris. Mungkin gamesnya bisa pake deretan bangku tertentu untuk bertukar informasi. Jadi ga keliling-keliling. Trus waktunya buat games tadi kurang padahal kegiatan utamanya kan di kerja kelompok tadi.* (Related to the game, I think they were very hyperactive and then they should have collected the information from all groups. If I were in your shoes, I would not be able to control them. We do not know whether they spoke English, Indonesian or Javanese. Maybe later, the game just uses certain desks to exchange the information. So they do not need to go around. In addition, we lacked of the time for the game though it was the main activity of this meeting.)

(Interview Transcript 5)

### **3. Reflection**

After conducting the actions in cycle 1, the researcher and the collaborators conducted a discussion to make some reflections. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observations and the interview guides to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of reflections.

#### **a. Using the classroom English during the teaching and learning process**

Using classroom English language and English routines during the TL process could motivate the students to speak English. Before the actions were conducted, almost all of the students only used Javanese and Indonesian to communicate in the classroom. That condition was still continued during the first implementation. As the implementations went on, the students began familiar with some classroom English. Some of the students were willing to listen and give response to the simple routines classroom English. The regulation made by the teacher that the students had to use English when they want to ask permission to go to the toilet or borrow their friends' kit also was effective. The students had thus to use English or they would not get the permission.



Here is the field note that shows when the student wanted to ask permission.

### Field note 3

N: *"Miss mau ijin ke belakang."* (I want to ask a permission to go to the toilet Miss.)

R: *"Lho kok gak pakai bahasa inggris? Tadi kan perjanjiannya kalau mau ijin harus pakai bahasa Inggris."* (Why don't you use English? The agreement is you have to use English when you want to ask for permission.)

N: *"Lupa Miss bahasa Inggrisnya."* (I forget how to say it Miss)

R: *"Coba anak-anak gimana ngomongnya kalau mau ijin pakai bahasa Inggris"* (How to say if you want to ask for permission to go to the toilet?)

S: *"Excusme miss, may I wash my hand?" semua siswa menjawab dengan serentak.* (All of the students answer it loudly.)

R: *"Jadi gimana ngomongnya Nur?"* (So how to say it Nur?)

N: *"Excusme miss, may I wash my hand?"*

R: *"Yes, please."*

For the next cycle, the team had to make sure that more students use English in asking or answering simple questions, a listening and answering routines, therefore the researcher would copy the classroom English book or summary and give it to the students.

### **b. Using the teaching media to attract students' attention in learning English**

Since there were limited media used before this action was done, many students were excited to see the media used in this action. It seemed

that the students enjoyed the English TL process. The use of media in the English teaching learning process was like the fresh air for the students. The students were enthusiastic when the teacher taught using computer, and presented the materials using power points. They also felt excited when the researcher gave them an interesting sheet to do think pair share. It also gave the teacher a new knowledge and experience. The teacher became aware that the materials media were really needed in the process of teaching and learning. This action also helped the students to understand. It was because they could not only imagine what was being talked or explained but also see the picture or the model of real objects in front of them.

All actions that had been implemented in the first cycle showed improvement toward some factors that support the ability of the students in learning speaking. However, there were still some conditions that need to be improved in cycle II.

**c. Applying some cooperative learning methods**

Pair works, group works, two stay two stray, and think pair share were used during cycle 1. Generally, the students could improve their involvement in teaching and learning process. These activities helped them understand the materials given since they could share what they knew to all members in their group. Though they were still shy showing

up their expression when performing a dialogue, their chance to practice speaking improved as they had partner to practice with. Since they worked in a group which meant they had more opportunity to get feedback from their friends, they felt more confident in answering the teacher's questions.

The unplanned action, giving a quiz, successfully motivated the students to learn the materials. They enjoyed competing with other groups. It encouraged them to do their best.

However, some problems occurred during the implementation of cooperative learning. First, it was related to the time management. Second, it was about the teacher's control during the teaching and learning process. Lack of time management and teacher's control occurred during the implementation of two stay two stray. It was the second meeting for the researcher so that the researcher felt a little bit clumsy and surprised at the class atmosphere especially when the students made a noise during the group work. They walked around to do the information gap activity by asking the information to all friends. The researcher got difficulty in controlling and observing them. The time management and the teacher's control should be improved for the next meetings.

## **C. The Implementation of Cycle II**

### **1. Planning**

Based on the discussion with the collaborators, it was determined that cycle II still focused on the same problems found in cycle 1. The researcher decided to implement the same activities and some new actions with the hope that the teaching learning process would be more enjoyable and the students' speaking skills would significantly improve. The action plans of Cycle II reveal the following points.

#### **a. Using Classroom English during the teaching and learning process**

This action was the same as the planning action in cycle 1 that was the classroom English would be used in some ways such as in opening the lesson and greeting the students, explaining the materials, giving the instructions, giving feedback, and closing the meeting. The difference with the previous action was that the researcher would not translate the expressions which were usually used during cycle 1 as the students were already familiar with greeting and simple instruction expressions.

#### **b. Using the teaching media to attract students' attention in learning English**

During cycle II, the researcher would use same media as in cycle 1 to make the teaching and learning processes more understandable. Besides, the media could make the lessons more interesting. The researcher would use videos to give the examples of dialogue to the students.

**c. Applying some cooperative learning methods**

There were some technical problems during the teaching and learning process in cycle 1 that need to be fixed. Since in cycle 1, the researcher found few students always made a noise with their friends in the same groups, the researcher would separate them in different group. The researcher would maximize her role as a controller during the group work activity by arranging the task that would not require the students to go anywhere. To maximize the time management, the researcher would ask the collaborator to remind her during her teaching. In addition, there would be numbered heads together and inside outside circle methods to create a good atmosphere during the teaching and learning process in cycle II.

**d. Giving rewards to the best performance**

The finding of cycle 1 signals that the students were enthusiastic in competing with others and becoming the winner. The researcher planned to give rewards in the hope that they would be more excited to give the

best performance at class. It was expected that rewards could encourage everybody to be active at the class.

## **2. Actions and Observations of Cycle II**

Cycle II consisted of two meetings. The actions were carried on October 1<sup>st</sup> and 2<sup>nd</sup> 2013. The teaching and learning process is described below.

### **a. Using the classroom English during the teaching and learning process**

The use of classroom English had significantly improved students' speaking skills and their confidence to speak up. They understood the expressions that were usually said by the researcher during cycle 1 without translation such as expressions for giving short instructions and greeting the students. In the first cycle, there were some students who were eager to answer the researcher's greeting. In this cycle most of the students answered it correctly and enthusiastically. They also understood short explanation. The student's participation to answer questions improved. Here is the example of field note showing the students' improvement.

Field note 5

R: "Where is Lana? Why is he absent?"

Ss: “He wasn’t feeling very well, so he went home miss.”

**b. Using the teaching media to attract students’ attention in learning English**

In cycle 2, the researcher used the same media as in cycle 1, but the researcher made a more interesting power point to attract students’ attention and also to make the students more understand the materials. The researcher also used videos or clips to give the examples of dialogue to the students. Through working with the media, the students could understand the lesson more easily. It also made the learning process became interesting and live. It could be seen from this interview transcript below.

R: *“Gimana menurut kalian kalo belajarnya pakai media kayak pakai power point, LCD sama kartu?”* (“What is your opinion about using media in teaching and learning process, such as using power point, LCD, and cards?”)

S1: *“Bagus mbak, soalnya kita jadi mudah faham sama materi pelajarannya, terus pelajarannya juga jadi menarik soalnya banyak dikasih gambar-gambar.”* (“It’s good miss, because we could understand the materials easier and the learning process became more interesting because you gave many pictures”)

S2: *“Terus juga ada video buat contoh dialognya mbak, jadi kita bisa tau contoh-contohnya, kita juga jadi tau keadaan yang sebenarnya, soalnya dikasih modelnya mbak, jadi lebih faham.”* (“There were also videos for the example of dialogues, so we could know the real examples, and we also know the real

condition, because we are given the model. It was more understandable miss”)

R: *”Jadi kalian senang kan kalo belajarnya pake media?”* (“So, you like learning using media, don’t you?”)

S1: *”Iya mbak, senang banget lebih menarik soalnya, besok pakai media terus aja ya mbak kalo ngajar.”* (“Yes miss, of course. Because it’s more interesting. You should keep using media in teaching and learning process”)

### c. Applying some cooperative learning methods

In cycle II, the researcher implemented some cooperative learning methods. They were numbered heads together and inside outside circle. When the students conducted numbered heads together, they focused on reading comprehension. Every group consisted of 4 members to comprehend jumbled sentences and rearrange those jumbled sentences into proper dialogue. All groups comprised heterogeneous students in terms of their English proficiency so that a student who was good in English could help his friends in the same group. They answered all questions in groups. After that, every student in each group had a responsibility to answer certain questions orally for example number 1 was answered by Vina. So, Vina was called Agent 1 who only answered number 1. Number 2 was answered by Danang, so he was agent 2 and so on. Since there were 8 groups, there were 8 students from different groups answering number 1. This activity helped the students in



comprehending the dialogue since they could ask their friends in the same team if they did not understand. By working with friends when they read a text, it could avoid the feeling of boredom among them as they could discuss the text. This is supported by the following interview transcript.

R: *Paham gak dek dengan jumbled text tadi?*(Do you understand the jumbled text?)

S: *Paham,Mbak. Gak bosan karena bisa didiskusikan dengan yang lainnya.* (I understand, Miss. I did not feel bored since I could discuss it with others).

(Interview transcript 16)

Another cooperative learning method the students had during cycle II was inside outside circle. They learnt the expressions of asking for and giving information. Before playing the game, they had a short time to think about 4 questions they had to ask other friends by using asking and giving information expressions. Then, the researcher divided them into 2 groups consisting of 16 students each. Each group made two circles. There were a small and a big circle. Eight students stood in a small circle and eight students stood in a big circle so that they stood face to face. A student in a big circle should ask some questions to his friend in front of him. After finishing asking the questions, he moved clockwise to ask other students. While asking, he wrote the information he got. When

the researcher whistled, all students switched their role. At the end of the activity, they reported the information they got in front of the class.

The students enjoyed the activity as they could practice their speaking in relaxed atmosphere. The class was crowded because everybody spoke to ask questions. Most students spoke English except in a certain occasion when they spoke Indonesian to clarify the meaning of the questions they did not understand. The researcher and the collaborators observed them when they conducted the activity. The following interview transcript describes the student's feeling towards the activity.

R: *Paham gak tadi pelajarannya?* (Do you understand the lesson?)

S: *Paham, Mbak.* (Yes, I understand)

R: *Coba Tanya saya pakai ekspresi asking and giving information?* (Okay, please ask me by using asking and giving information expressions.)

S: How old are you?

R: I am 25 years old. *Sip deh udah ngerti. Klo aktivitas tadi di kelas gimana?* (I am 25 years old. Okay, you have already understood the materials. What do you think about the last activity?)

S: *Asyik, Mbak. Bisa latihan ngomong sama temen-temen.* (It's enjoyable. I could practice speaking with my friends.)

R: *Ngomongnya pake Bahasa Inggris apa Indonesia?* (Did you speak English or Indonesian?)

S: *Pake Bahasa Inggris, Mbak, tapi pas ada yang tidak dimengerti pake bahasa Indonesia.* (I spoke English, but if I did not understand. I spoke Indonesia)

(Interview Transcript 17)

As a teacher, the researcher felt that there was an improvement in terms of controlling the students and managing the time. Cooperative learning methods that become the main activity at the class could be carried out smoothly.

**d. Giving rewards to the best performance**

Giving rewards to certain students due to their best performance was done in some meetings. The researcher explained the rule of numbered heads together and the criteria of successful group who deserve rewards. Knowing that there would be the rewards at the end of the activity, they were encouraged to do their best. The students worked hard to be a solid team. They also became more active in discussion and in answering questions.

Besides, most students were happy if the researcher gave the reward as an appreciation. There was a feeling of pride when they got the reward and what they had done was paid back. The interview transcript below describes the student's feeling towards the existence of rewards during the teaching and learning process.

R: *Gimana menurutmu dengan adanya hadiah saat pembelajaran?*  
(What do you think about the rewards given during the teaching and learning process?)

S: *Asyik, Mbak. Bisa memotivasi kita. Tadi kelompok saya dapat hadiahnya. Semuanya senang dapat hadiah.* (It's interesting. The rewards can motivate us. My team got the rewards. Everybody was happy to get the rewards.)

(Interview Transcript 18)

### **3. Reflections**

The researcher and the collaborators did the final reflection after all actions had been implemented in two meetings. Several problems which occurred in cycle II were discussed with the collaborators to fulfill the democratic validity and dialogic validity. The results of the reflection were gained from the observations, the interviews were done after each meeting had finished. It is described as follows.

#### **a. Using Classroom English during the teaching and learning process**

The students' participation in using English at class improved. Most of them answered my questions in English. Their participation was not only in answering greeting but also in stating their answer related to the materials. The implementation of classroom English by using some English synonyms during the teaching and learning process was successful in improving the students' speaking skills as well. At the same time, it familiarized them with the English words. Besides, it was effective to increase the students' opportunities to speak English. Most of them were already familiar with the English words so that in certain circumstances the researcher did not translate the words.

**b. Using the teaching media to attract students' attention in learning English**

The use of the teaching media was effective. The teacher got a better view related to the necessity of the media to support the quality of the English teaching. Through the media the students could understand the lesson more easily. It did not make the English teaching and learning monotonous. The English learning by using media engaged students, aided students' retention of knowledge, motivated interest in the subject matter, and illustrated the relevance of many concepts.

**c. Applying some cooperative learning methods**

Cooperative learning methods employed were successful in improving the students' confidence to speak up. They had more opportunity to practice speaking with their friends. They were able to perform a good dialogue with proper expressions, gesture, and intonation. The students were more enthusiastic and interested in speaking. Working together had helped them in understanding the materials. They did not feel bored anymore.

From the teacher side, the way the researcher managed the time during the teaching and learning process increased. The researcher could

give more time for the main activity. Besides, the researcher could manage all students during the cooperative learning methods.

**d. Giving rewards to the best performance**

The rewards were given in certain meeting successfully encouraged the students to do their best. They were well-prepared for any tasks. The involvement to ask and answer questions increased. They delegated their duty when working as a team or pair. They practiced more for role play.

Since the findings of cycle II show that all actions were successful in improving the students' speaking skills and the objective of the research was achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the change results of teaching and learning process during cycle I and cycle II can be seen in table 5.

**Table 5: The Change Results of the Actions**

<b>No.</b>	<b>Actions</b>	<b>Cycle I</b>	<b>Cycle II</b>
1	Using classroom English during the teaching and learning process	The researcher gave much translation after explaining something in English. Some	The researcher decreased the amount of translation. The students actively

		students answered the questions in English especially in responding greeting.	answered the questions in English both in responding greeting and answering the questions related to the material given.
2	Using the teaching media to attract students' attention in learning English	The students were enthusiastic when the teacher taught using computer, and presented the materials using power points.	Through video the students could understand the lesson more easily.
3	Applying some cooperative learning methods	<ul style="list-style-type: none"> <li>Cooperative learning methods helped the students in leaning materials.</li> </ul> <p>However, the</p>	<ul style="list-style-type: none"> <li>Cooperative learning methods helped the students in learning the materials. The</li> </ul>

		<p>students still felt shy to speak up. Many students were not confident enough to be a volunteer to answer questions or perform a dialogue. They lacked expressions, gesture, and intonation when performing a dialogue.</p> <ul style="list-style-type: none"> <li>• The researcher faced difficulty in controlling the</li> </ul>	<p>students were confident to speak up, state their answer, and perform a dialogue. I did not need to point a volunteer to perform something. They successfully performed a dialogue with proper expressions, gesture, and intonation.</p> <ul style="list-style-type: none"> <li>• The time management for each activity was</li> </ul>
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		<p>students when conducting cooperative learning methods. The time management for each activity was still low.</p>	<p>under control. The researcher could manage the students when conducting cooperative learning methods.</p>
4	Giving rewards to the best performance		<p>Rewards that were given in certain meetings successfully encouraged the students to do their best. They were well-prepared for any tasks.</p> <p>Their involvement to ask and answer questions increased.</p>

			<p>They delegated their duty when working as a team or pair.</p> <p>They practiced more for the role play.</p>
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#### **D. The Results of Speaking Test**

The implementation of using cooperative learning methods and its accompanying actions were successful in improving the students' speaking skills in two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The researcher and the English teacher conducted the pre-test on Tuesday, September 24<sup>th</sup>, 2013. In this speaking test, the students were asked to make and perform a conversation in front of the class based on the clue given.

Meanwhile, the post-test was conducted on Friday, October 4<sup>th</sup>, 2013. They should make a conversation and perform the result in front of the class to assess the students' speaking skills in the pre-test and post-test. The researcher and English teacher used a rubric which involved four aspects of speaking, such as fluency, accuracy, pronunciation and intonation. The

students' speaking scores in the pre-test could be seen in Appendix. Meanwhile, the summary of the result of the pre-test can be seen in table above:

**Table 6: The Result of the Students' Speaking Skills in the Pre-test**

<b>Data</b>	<b>Pre-Test</b>
Mean	68.38
Number of the Students	32

From the table above, based on the researcher's assessment, it was found that the mean of the students' speaking skills was 68.38. From those assessments, it could be inferred that the students' speaking skills was low because the minimum passing grade (*KKM/ Kriteria Ketuntasan Minimum*) of English subject in this school was 7.0. In the post test, the researcher assessed the students' speaking skills scores by using the same rubric. The result of the students' speaking scores in the post-test could be seen in Appendix. The summary of the students' ability in the post-test was presented in the table below

**Table 7: The Result of the Students' Speaking Skills in the Post-test**

<b>Data</b>	<b>Post-Test</b>
Mean	71.32

Number of the Students	32
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Based on the table above, from the researcher's assessment, it was found that the mean of the students' speaking skills was 71.32. Thus, it had passed the minimum passing grade (KKM). From those results, it could be concluded that the students' speaking skills had improved since the means of the students' speaking skills scored by the researcher had improved, from 68.38 in the pre-test, to 71.32 in the post-test. Furthermore, it could be concluded that the English speaking skill of class VIIC students of SMPN 2 Berbah improved by using cooperative learning.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

This research was aimed at improving speaking skills for the VII grade students of SMP Negeri 2 Berbah by using cooperative learning. Based on the discussions in the previous chapter, it could be concluded that the implementation of the actions and the accompanying actions were successful to improve the students' speaking skills.

As expected by the researcher, there were changes as a result of the actions. The changes were both in the way of thinking and in the behavior of the involved members. The changes were related to the following:

##### **1. The Changes in the English teaching and learning process**

Before the actions were conducted, the students were unmotivated to participate in the teaching-learning process. The English learning process was monotonous. The teacher only used the course book with a conventional strategy such as question and answer. During the implementation of the actions, it helped the teacher in the teaching and learning process, the use of cooperative learning activities created a nice relaxed atmosphere of teaching and learning. There were various activities that could encourage all students to speak up. The opportunity to ask and answer questions, work in a group or pair, give feedback, and correct

their works trained them to be brave, confident, and mature. As a result, they became more enthusiastic and got better understanding in learning English.

## 2. The Changes in the Students' Behavior

The students did not only do what the researcher asked them to do but also they gave suggestions to her how to create an enjoyable learning. The students started to enjoy the English class. They actively engaged during the teaching and learning process. They became a volunteer without being pointed. They freely asked questions when they did not understand. They were also active in answering questions.

## 3. The Changes in the English Teacher's Behavior

The English teacher became more open minded to make the English the teaching and learning process interesting. She improved her knowledge in creating the activities that could help the students to learn well. She had improved her knowledge in using media and various materials to make the English lesson became more interesting.

## 4. The Changes in the Researcher's Behavior

By doing this research, the researcher got more knowledge about teaching English especially teaching speaking skills. She realizes that before asking the students to speak well, the teacher should give a good example because the teacher plays major role as a source of speaking. Consequently, before teaching the class, she always practiced pronouncing some words so that they got a proper

model for speaking. Through this action research, she has learnt many things such as how to handle the students, how to choose the appropriate materials, activities, media and so on.

## **B. Implications**

Based on the results of the research, the implications can be proposed. They are presented as follows.

1. Cooperative learning activities are effective to improve the students' speaking skills. The implementation of cooperative learning can help the students learn the materials and the language functions easier. They worked in groups so that they have companions to discuss the materials and to practice the language functions in some contexts. They also became more active to participate in the teaching and learning process. It implies that these activities are necessary to be used so that the students' speaking skills can be improved.
2. Cooperative learning activities are successful to improve the students' speaking skills. Through the more chances to practice speaking that the students got in the activities, they were accustomed with English language. The speaking aspects improve significantly from the first meeting until the last meeting. It implies that the teacher can apply cooperative learning activities to improve the students' speaking skills and give them more chances to speak.

3. Cooperative learning activities can be used to manage the class. The students' responsibility increased when they were divided into some groups. They felt responsible for the success of their groups. They worked cooperatively with the members of their groups to reach the goal. They helped the lower-achieving friends to accomplish a goal together. By doing so, it could minimize the disruptive behaviors done by the students. The cooperative learning activities made the class more controllable. It implies that the English teacher can be use the cooperative learning activities to make the class more controllable and run effectively.

### **C. Suggestions**

Based on the conclusions and implications of the research, some suggestions are referred to the English teachers of the VII grade of SMP N 2 Berbah, and other researchers.

1. The English teacher

The English teachers need to give more opportunities for the students to practice speaking in the class. The traditional technique that only focuses on vocabulary and grammar will make the students get bored. The enjoyable and non-threatening atmosphere, interesting media should also be made to make students more interested in the lesson. The teacher can use the activities such as think-pair-share, numbered head together, two stay two stay, and inside outside



circle. When conducting the cooperative activities; the teacher should pay attention to the class management since in cooperative learning the students tend to move around the class to have a discussion with others.

## 2. Other researchers

This research focuses on improving the students' speaking skills using cooperative learning activities. There are still many activities that can be used to teach speaking. For the other researchers, it is necessary to look for and try out other activities so that the learning activities will be more various. Furthermore, in doing similar research, the speaking materials and the speaking tasks could be modified based on the students' learning ability and interest.

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### FIELD NOTES

Field Notes	Activities
Field note 1 Selasa, 24 September 2013	<ul style="list-style-type: none"> <li>- Peneliti masuk ke ruang laboratorium dan mempersiapkan ruangan sebelum bel pelajaran bahasa Inggris dimulai</li> <li>- Setelah bel pelajaran berganti, siswa-siswa mulai memasuki ruang kelas, mereka tampak antusias sekali.</li> <li>- Peneliti mempersilakan mereka mencari tempat masing-masing.</li> <li>- Peneliti menyapa mereka dengan “Good morning class.” Dan menanyakan kabar mereka dengan “How are you today?”. Siswa- siswa menjawab dengan “Good morning Ma’am, I am fine, thank you, and you?”, peneliti membalasnya dengan “I am fine too, thank you.”</li> <li>- Peneliti mulai memperkenalkan dirinya, dan memberitahu siswa-siswa bahwa untuk beberapa pertemuan ke depan akan mengajar di kelas tersebut.</li> <li>- Peneliti memberitahukan kepada siswa bahwa hari ini akan diadakan tes (pre-test), siswa diminta bekerja secara berpasangan.</li> <li>- Peneliti menampilkan soal di layar lcd, sehingga siswa-siswa dapat membaca secara jelas di layar lcd mereka masing-masing.</li> <li>- Peneliti meminta setiap pasangan untuk mempersiapkan dialog sesuai dengan no undian yang mereka dapatkan.</li> <li>- Peneliti meminta perwakilan setiap pasangan untuk mengambil undian.</li> <li>- Setelah mendapatkan no undian, siswa-siswa mulai membaca dan memahami soal.</li> <li>- Siswa-siswa tampak kebingungan dalam memahami soal.</li> <li>- Peneliti menyuruh mereka bertanya apabila belum paham.</li> <li>- Siswa-siswa mulai bertanya tentang maksud dari kalimat dari soal tersebut, karena mereka banyak bertanya dengan pertanyaan yang sama, peneliti kemudian menjelaskan arti dari setiap soal.</li> <li>- Peneliti memberi mereka waktu 30 menit untuk mempersiapkan dialog sesuai dengan soal yang mereka dapatkan, dan meminta mereka maju</li> </ul>

	<p>ke depan kelas.</p> <ul style="list-style-type: none"> <li>- Setelah waktu yang diberikan habis, peneliti mulai memanggil mereka untuk maju ke depan secara acak.</li> <li>- Peneliti mencatat nama mereka dan mulai menilai, siswa-siswa yang lain mulai mendengarkan.</li> <li>- Setelah semua selesai, peneliti mengakhiri pelajaran dan memberitahukan siswa-siswa bahwa besok pelajaran akan tetap dilaksanakan di ruang laboratorium.</li> </ul>
Field note 2 Rabu, 25 September 2013	<ul style="list-style-type: none"> <li>- Peneliti masuk ke ruang laboratorium dan mempersiapkan audio yang akan diputar pada saat pelajaran.</li> <li>- Setelah bel pergantian pelajaran berbunyi, siswa-siswa mulai memasuki ruang laboratorium.</li> <li>- Peneliti meminta mereka untuk mencari tempat duduk masing-masing.</li> <li>- Peneliti membagikan handout materi pelajaran hari itu.</li> <li>- Setelah semua duduk peneliti meminta mereka untuk menyalakan komputer mereka masing-masing dengan berkata "Switch on your computer." Siswa- siswa tampak kebingungan dengan maksud peneliti. Peneliti mengucapkan perintah tersebut berkali-kali. Beberapa siswa mulai memahami maksud dari kalimat tersebut dan mulai menyalakan komputer mereka.</li> <li>- Peneliti menyapa mereka dengan "Good morning class." Dan menanyakan kabar mereka dengan "How are you today?". Siswa- siswa menjawab dengan "Good morning Ma'am, I am fine, thank you, and you?", peneliti membalasnya dengan "I am fine too, thank you."</li> <li>- Peneliti bertanya "Who is absent today", siswa-siswa diam saja, kemudian peneliti bertanya dengan menggunakan bahasa Indonesia "Ada yang tidak masuk hari ini?" Beberapa siswa menjawab "Nihil Bu."</li> <li>- Peneliti membuka pelajaran dengan bertanya "How do you start your dialogue?" Siswa-siswa diam saja. Peneliti kemudian bertanya lagi "Do you start by greeting your partner?" Beberapa siswa menjawab "Yes"</li> </ul>

	<p>Kemudian peneliti bertaaya lagi “What do you say to introduce yourself?” Salah satu siswa menjawab “Halo, my name is ...”</p> <ul style="list-style-type: none"> <li>- Peneliti memberitahu siswa-siswa bahwa akan memutar sebuah rekaman, siswa-siswa diminta mendengarkan dengan seksama kemudian mengerjakan soal berkaitan dengan rekaman tersebut. Siswa-siswa tampak antusias sekali, mereka mulai bergegas untuk memakai headphone mereka masing-masing. Peneliti kemudian segera memberitahukan bahwa headphone mereka tidak berfungsi sehingga peneliti menggunakan speaker ruangan saja. Siswa-siswa tampak kecewa, mereka segera melepaskan headphone dan mengembalikannya ke tempat semula, tapi ada beberapa siswa yang tetap memakainya.</li> <li>- Peneliti mulai memutar rekaman, siswa-siswa tampak mendengarkan dengan seksama sembari mengerjakan soal.</li> <li>- Peneliti memutar rekaman hingga 3x, kemudian mulai mengecek jawaban mereka, sambil meminta mereka mengidentifikasi yang mana kalimat untuk menyapa seseorang, dan yang mana kalimat pengenalan yang ada dalam rekaman.</li> <li>- Setelah selesai, peneliti menampilkan Power Point yang berisi tentang contoh-contoh ekspresi Greetings, Leave Taking, dan Introduction. Peneliti mulai menjelaskan satu per satu. Setelah semua selesai, peneliti bertanya “Any questions?” Siswa-siswa diam saja.</li> <li>- Peneliti meminta siswa memahami tugas kedua, dan meminta siswa untuk menjawabnya secara langsung.</li> <li>- Pada tugas yang ketiga siswa diminta secara berpasangan untuk mengisi dialog yang rumpang dan mempraktekkannya.</li> <li>- Pada tugas yang keempat, peneliti meminta salah satu siswa yang berani untuk maju ke depan kelas untuk memperkenalkan dirinya kepada teman-teman sekelas. Tapi tidak ada yang mau untuk maju, kemudian peneliti menunjuk salah satu siswa untuk maju dan memperkenalkan dirinya.</li> <li>- Pada tugas yang kelima peneliti meminta mereka melakukan Think Pair</li> </ul>
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	<p>Share, dan menjelaskan peraturannya dalam bahasa Inggris, mereka tampak tidak paham, kemudian peneliti menjelaskan dalam bahasa Indonesia. Dalam satu kelompok beranggotakan 4 orang, setiap kelompok mendapat kartu yang berisi dialogue apa yang harus mereka tampilkan, siswa diminta untuk memikirkan apa yang akan mereka bicarakan, kemudian meminta mereka maju berbicara di depan kelas.</p> <ul style="list-style-type: none"> <li>- Kelas mulai gaduh, peneliti mengingatkan “Okay class, don’t make any noise please, and Danang please sit down in your place”. Anak-anak masih saja ribut, kemudian Danang bertanya, “artinya apa buk?” “Mbak artikan tapi diingat-ingat ya, jadi kalo besok mbak ngomong gitu lagi kalian sudah pada tau artinya”. “Iya mbak”</li> <li>- 15 menit kemudian setiap kelompok maju satu per satu sampai bel berbunyi.</li> </ul>
<p>Field note 3 Jum’at, 27 september 2013</p>	<ul style="list-style-type: none"> <li>- Hari Jum’at adalah hari Ju’am bersih, seluruh siswa dan karyawan bergotong royong membersihkan semua ruangan dan halaman. Peneliti tidak diijinkan masuk ke ruang laboratorium sebelum mereka selesai bersih-bersih.</li> <li>- Jam pelajaran dimulai terlambat 15menit, peneliti khawatir kalau tidak bisa menyelesaikan materi pada hari itu.</li> <li>- Peneliti menyapa para siswa dan menanyakan kondisi mereka</li> <li>- Peneliti mengulang materi sebelumnya dengan member beberapa pertanyaan.</li> <li>- Peneliti menjelaskan materi baru. Siswa-siswa belajar tentang “Asking and Giving Information”</li> <li>- Salah satu siswa ada yang mau ijin ke belakang. N: “Miss mau ijin ke belakang.” R: “Lho kok gak pakai bahasa Inggris? Tadi kan perjanjiannya kalau mau ijin harus pakai bahasa Inggris.” N: “Lupa Miss bahasa Inggrisnya.” R: “Coba anak-anak gimana ngomongnya kalau mau ijin pakai bahasa Inggris”</li> </ul>

	<p>S: "Excusme miss, may I wash my hand?" semua siswa menjawab dengan serentak.</p> <p>R: "Jadi gimana ngomongnya Nur?"</p> <p>N: "Excusme miss, may I wash my hand?"</p> <p>R: "Yes, please."</p> <ul style="list-style-type: none"> <li>- Peneliti mengajak siswa untuk melakukan kegiatan Inside Outside Circle. Peneliti mereka dalam 2 group, setiap group berisi 16 siswa. Satu group diminta membuat lingkaran kecil, dan group yang lain membuat lingkaran besar, mereka diminta berdiri berhadap- hadapan. Setiap siswa di lingkaran besar diminta bertanya tentang informasi pribadi siswa yang berada di lingkaran kecil, 5 menit kemudian, peneliti meniup peluit dan meminta siswa di lingkaran kecil bergeser ke kanan satu kali dan gentian bertanya kepada siswa yang berada di lingkaran besar.</li> <li>- Siswa-siswa tampak menikmati kegiatan ini, dia akhir pelajaran, 2 siswa diminta maju ke depan kelas untuk memberitahukan informasi yang mereka dapatkan.</li> </ul>
<p>Field note 4 Selasa, 1 Oktober 2013</p>	<ul style="list-style-type: none"> <li>- Bel pelajaran berganti, siswa mulai masuk ruang laboratorium, peneliti meminta mereka duduk sesuai no absen.</li> <li>- Peneliti menyapa dan menanyakan kondisi para siswa.</li> <li>- Peneliti mengulang materi sebelumnya dengan menanyakan beberapa pertanyaan,</li> <li>- Peneliti menjelaskan materi baru, pada hari itu siswa belajar tentang ekspresi memerintah/melarang.</li> <li>- Peneliti memutar video tanpa teks dan meminta siswa untuk mengisi kolom yang rumpang, kemudian penliti meminta mereka mengidentifikasi kalimat mana yang merupakan kalimat perintah dan yang mana kalimat melarang.</li> <li>- Peneliti kemudian bertanya dan meminta siswa menjawab secara cepat dan tepat.</li> <li>- Pada kegiatan terakhir, peneliti meminta siswa melakukan kegiatan</li> </ul>



	<p>Two Stay Two Stray, Peneliti membacakan aturan mainnya. Siswa mulai memahami, dan berdiskusi siapa yang akan menjadi “host” dan siapa yang akan menjadi “guest”. Peneliti membagikan 16 gambar, setiap kelompok mendapatkan 2 gambar. Setiap kelompok diminta untuk memahami gambar yang mereka dapatkan terlebih dahulu sehingga bisa member informasi kepada kelompok lain. 5 menit kemudian mereka mulai berkeliling menanyakan gambar yang didapatkan kelompok lain.</p> <ul style="list-style-type: none"> <li>- Setelah semua selesai mereka diminta untuk menjelaskan ekspresi dari setiap gambar yang mereka lihat.</li> <li>- Peneliti mengakhiri pelajaran dan memberitahukan materi selanjutnya.</li> </ul>
Field note 5 Rabu, 2 Oktober 2013	<ul style="list-style-type: none"> <li>- Peneliti menyapa dan menanyakan kondisi para siswa, ketika peneliti bertanya “Who is absent today?” Siswa-siswa menjawab “Lana” peneliti bertanya “Where is Lana? Why is he absent? Salah satu siswa menjawab “He wasn’t feeling very well, so he went home miss.”</li> <li>- Peneliti mengulang pelajaran sebelumnya dengan menanyakan beberapa pertanyaan.</li> <li>- Peneliti kemudian menjelaskan materi baru yaitu tentang ekspresi meminta maaf.</li> <li>- Peneliti memutar video tanpa teks dan meminta siswa mengisi kolom yang rumpang, kemudian siswa diminta mengidentifikasi kalimat mana yang berisi permohonan maaf.</li> <li>- Peneliti kemudian meminta siswa melakukan kegiatan “Numbered Head Together”. Siswa bekerja secara berkelompok, Satu kelompok terdiri dari 4 orang, mereka diminta untuk menyusun kalimat acak sehingga membentuk sebuah dialog. Setiap siswa ditunjuk untuk menjawab salah satu no, sehingga ketika guru memanggil misalnya “agent 1” siswa yang bertanggung jawab menjawab no 1, menjawab pertanyaan tersebut. Siswa tampak senang dengan kegiatan ini.</li> <li>- Sebelum bel berbunyi, peneliti membagikan undian dan meminta siswa bekerja secara berpasangan, berdiskusi tentang situasi yang mereka</li> </ul>

	dapatkan dan menampilkan dialognya di depan kelas.
Field note 6 Jum'at, 4 Oktober 2013	<ul style="list-style-type: none"> <li>- Peneliti menyapa dan menanyakan kondisi para siswa.</li> <li>- Peneliti memberitahukan bahwa hari itu adalah hari terakhir dia mnegajar, dan bermaksud akan mengambil nilai.</li> <li>- Peneliti akan memberikan soal yang sama seperti pada tes sebelumnya, namun akan mengundi dan mengganti pasangannya.</li> <li>- Setelah selesai mengundi, siswa-siswa mulai mempersiapkan dialog apa yang harus mereka tampilkan di depan kelas.</li> <li>- Satu per satu pasangan mulai maju, mereka terlihat lebih siap dari tes sebelumnya.</li> <li>- Setelah semua maju ke depan kelas, peneliti mengucapkan terima kasih dan berpamitan kepada para siswa.</li> </ul>

## **INTERVIEW TRANSCRIPTS**

### **Interview Transcript 1**

- R : Gimana tadi pelajaranya di kelas?
- S : Seru mbak
- R : Kalo teknik Think-Pair-Sharenya?
- S : Bagus mbak, kita senang kalo belajarnya pakai Think-Pair-Share, soalnya belajarnya jadi menarik, terus juga jadi lebih mudah soalnya kita kan ngerjain tugasnya bareng temen sebangku.
- S2 : Jadi kita gak malu mbak untuk latihan ngomong pakai bahasa Inggris, karena sudah didiskusikan dulu bareng teman sebangku.
- R : Bagaimana dengan penggunaan Bahasa Inggris yg sering dipakai guru?
- S : Awal-awalnya dulu agak susah nangkep, tapi karena lama-lama mendengar ekspresi yang sama dan guru menerjemahkan jadi tahu artinya dan bisa menggunakan ekspresi yang sama
- R : Kalo Miss bicaranya kecepatan nggak?
- S : Nggak, Miss.

### **Interview Transcript 2**

- R : Gimana dek tadi kelasnya?
- S : lumayan enak.
- R : Kalo dari sisi materi, paham tidak?
- S2 & S3: Paham, mbak.
- R : Kalo aktivitas terakhir kita yang kerja kelompok keliling menanyakan teman untuk cari informasi itu gimana ya
- S2 : Yo bagus yo kan bisa ngelatih keberanian buat bicara bahasa Inggris kan lebih baik dengan orang yang lebih dekat dahulu.

S3 : Kalo saya kerja kelompok tadi bisa ngelatih saya mengucapkan dengan benar.

### **Interview Transcript 3**

R : Menurut Vina pelajaran kita tadi gimana?

S4 : Enak si, ya sekalian bisa sharing dengan teman- teman lain. Jadi ga hanya kelompok ini dengan kelompok ini tok. Tapi semuanya bisa diajak bicara.

R : Kalo Miss bicaranya kecepatan nggak?

S : Nggak, Miss.

### **Interview Transcript 4**

R : Tadi keliling nanya-nanya temen ga dek?

S4 : Iya Miss, seru. Saya bisa latihan bicara dengan hampir seluruh temen.

R : Apa kelemahannya dari aktivitas terakhir tadi?

S4 : Ada yang ga serius hanya main-main dengan yang lain.

### **Interview Transcript 5**

R : Gimana tadi Nung kelasnya?

K : Terkait dengan games kelompok tadi, menurutku karena mereka hiperaktif, trus mereka harus mencari informasi ke semua kelompok, kalo aku diposisi kamu, aku susah untuk mengontrol mereka. Kita kan jadi ga tau mereka bicara Jawa, Indonesia apa Inggris. Mungkin gamesnya bisa pake deretan bangku tertentu untuk bertukar informasi. Jadi ga keliling-keliling. Trus waktunya buat games tadi kurang padahal kegiatan utamanya kan di kerja kelompok tadi.

### **Interview Transcript 6**

- R : Gimana menurut kalian kalo belajarnya pakai media kayak pakai power point, LCD sama kartu?
- S1 : Bagus mbak, soalnya kita jadi mudah faham sama materi pelajarannya, terus pelajarannya juga jadi menarik soalnya banyak dikasih gambar-gambar.
- S2 : Terus juga ada video buat contoh dialognya mbak, jadi kita bisa tau contoh-contohnya, kita juga jadi tau keadaan yang sebenarnya, soalnya dikasih modelnya mbak, jadi lebih faham.
- R : Jadi kalian seneng kan kalo belajarnya pake media?
- S1 : Iya mbak, seneng banget lebih menarik soalnya, besok pakai media terus aja ya mbak kalo ngajar.

### **Interview Transcript 7**

- R : Gimana pelajaran tadi?
- S2 : Menyenangkan miss, ada kuisnya, hanya tadi ada ribut masalah nilai.
- R : Tadi bisa kerja sama dengan temen-temen ga?
- S2 : Bisa, enaklah Miss kelas tadi. Soalnya sebelumnya bu Hesti jarang kasi permainan kayak tadi.

### **Interview Transcript 8**

- R : Menurut Vina dengan pelatihan pengucapan tadi ngerasa kekanakan atau gimana?
- S4 : Bagus kok, Miss.
- R : Trus kalo kalian diminta ngoreksi pelafalan kosakata temen-temen suka ga?
- S4 : Suka, Miss karena itu ngelatih kita juga buat ngomong bener.

### **Interview Transcript 9**

- R : Menurut Lana tadi pelajarannya gimana?
- S4 : Ya, asik miss.
- R : Asiknya kenapa?
- S4 : Ya karena diajarin cara ngomongnya. Soalnya klo sama bu Hesti tidak diajarin cara ngomongnya.
- R : Kalo ngoreksi speakingnya temen-temen pas mereka maju seneng ga?
- S4 : Seneng mba walaupun tebakan saya masih salah. Malah kalo salah ngomongnya jadi inget mana yang bener. Sejauh ini saya ngerasa speaking saya meningkat.

### **Interview Transcript 10**

- R : Kalo untuk maju ke depan untuk berdialog, udah berani ga?
- S2 : Aku takut salah miss. Kalo salah pas maju mukaku mau taruh dimana. Jadi, klo mbak meriksa dulu sebelum maju perasaan ku akan lebih lega.
- R : Oh berarti klo di periksa dulu malah bikin PD?
- S2 : Iya mba.

### **Interview Transcript 11**

- R : Tadi maju role play ga?
- S : Iya, Miss.
- R : Trus yang maju-maju tadi itu gimana?
- S5 : Tadi itu masih takut si buat salah walaupun tadi itu Mbak Sekti bilang udah bener pas diperiksa. Masih kurang latihan aja.
- R : Tapi, tadi seneng ga bisa maju ke depan?
- S5 : Seneng miss. Lega karena aku juga kan udah buat. Jadi, harus bisa maju.

### **Interview Transcript 12**

- R : Handoutnya mana dek?
- S : Ini saya simpan mbak.
- R : Terbantu ga belajarnya dengan menggunakan handout yang dibagikan?
- S : Saya si terbantu mbak karena ga punya buku Bahasa Inggris. Kalo sebelum sebelumnya kan terlalu banyak nulis, jadi banyak kehabisan waktu buat nulis dibandingkan merhatiin penjelasan bu guru.

### **Interview Transcript 13**

- R : Kalo dengan penggunaan handout pas belajar membantu ga?
- S3 : Ya membantu lah, Miss. Jadi kita cuma mencatat yang ga ada di kertas aja. Cuma harus pinter-pinter Miss biar kertasnya ga hilang hehe.

### **Interview Transcript 14**

- R : Kenapa ga bawa kamus tadi?
- S : Berat e mbak.
- R : Kan bisa pinjam di perpustakaan?
- S : Bisa si mbak, cuma males aja. Enakan minjem punya teman aja.

### **Interview Transcript 15**

- R :Tadi kan Miss kasi latihan kosa kata, mencari artinya. Setelah itu ada latihan cara mengucapkannya dengan benar. Menurut Nurul efektif ga sepeti itu?
- S2 :Efektif kok miss.
- R : Tapi dengan Miss selalu menanyakan kosa kata tertentu ke siswa biar mudah dihapal ngebantu ga?
- S2 : Ngebantu kok miss. Lama- kalamaan aku inget.

S4 : Menurut saya iya. Kita banyak dilatih untuk mengucapkan dengan benar dan latihan berdialog

#### **Interview Transcript 16**

R : Paham ga dek dengan *jumbled text* tadi?

S : Paham, Miss. Ga bosen karena bisa didiskusikan dengan yang lainnya.

R : Ada kesulitan ga?

S : Masih tentang kosa kata mba. Vocab saya terbatas.

#### **Interview Transcript 17**

R : Paham ga tadi pelajarannya?

S : Paham, Mbak.

R : Coba tanya saya pakai ekspresi asking information?

S : How old are you?

R : I am 25 years old. Sip deh udah ngerti. Klo aktivitas tadi di kelas gimana?

S : Asyik, Mbak. Bisa latihan ngomong sama temen-temen

R : Ngomongnya pake Bahasa Inggris apa Indonesia?

S : Pake Bahasa Inggris, Mba, tapi pas ada yang tidak dimengerti pake Bahasa Indonesia.

#### **Interview Transcript 18**

R : *Gimana menurutmu dengan adanya hadiah saat pembelajaran?*

S : *Asyik, Mbak. Bisa memotivasi kita. Tadi kelompok saya dapat hadiahnya. Semuanya senang dapat hadiah.*



**Interview Transcript 19**

R : Bu, bagaimana sejauh ini perkembangan anak-anak?

K : Ya menurut saya mereka udah lebih PD, udah lebih aktif dari sebelum sebelumnya. Kerja sama memang membuat mereka lebih bisa untuk mempelajari materi. Mba, sudah bisa handle anak-anak.

R : Kalau speaking anak-anak menurut ibu bagaimana?

K : Anak-anak udah cas cis cus sekarang. Walaupun masih beberapa malu-malu. Paling tidak mereka nyoba walaupun salah. Terus di drill saja mereka biar bisa latihan ngomong.

### COURSE GRID OF IMPLEMENTATION COOPERATIVE LEARNING ACTIVITY

Standard of Competence : 3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

Basic Competency : 3.1 *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/ orang lain, dan memerintah atau melarang.*

Cycle	Indicators	Learning Materials	Activities	Assessment			Cooperative Learning Activity	Media
				Technique	Form	Example		
1 (1 <sup>st</sup> meeting)	Students are able to: ❖ greet someone ❖ respond to a greeting ❖ introduce oneself and someone to another	<b>Expressions of greeting and leave taking</b> <b>• Greetings</b> - Hi, - Hello, - Good morning, - Good afternoon, - Good evening, - How are you?  <b>• Responses</b> - Hi, - Hello, - Good morning, - Good afternoon, - Good evening, - Fine, thanks.	- The teacher elicited the material (What do you say when you meet someone for the first time? Do you start by greeting your partner? What do you say to introduce yourself?) - The teacher plays a recording about greeting and introducing. (Task 1). - The teacher asks the students to listen and complete the dialogue. - The teacher asks the students to identify the expression of greeting and introducing that is used in the dialogue. - The teacher gives examples about the expressions of greeting, leave taking, and introducing oneself and someone to another. - The teacher asks the students to practice introducing themselves to their friends (Task 2). - The teacher asks the students to do Think Pair Share (Task 3). - The teacher asks the students to	Oral performance	Studying the dialogue  Role play  Role play	<b>Task 1</b> Listen to the conversation and complete the dialogue.  <b>Task 2</b> Introduce yourself to three friends in your class. Use some expressions below.  <b>Task 3</b> You will have an activity called Think Pair Share. Before doing that activity, learn the instruction below. - Students are paired and work at tables of four.	• Applying Think Pair Share	Recording, cue cards, pictures

		<ul style="list-style-type: none"> <li>- I'm fine. Thank you.</li> <li>• <b>Leave taking</b> <ul style="list-style-type: none"> <li>- Nice to meet you.</li> <li>- Goodbye/ Bye.</li> <li>- See you tomorrow/ later/ Monday.</li> </ul> </li> <li>• <b>Responses</b> <ul style="list-style-type: none"> <li>- Nice to meet you too.</li> <li>- Bye/ Bye bye.</li> <li>- See you.</li> </ul> </li> <li><b>Expressions to introduce yourself:</b> <ul style="list-style-type: none"> <li>- I am Adi</li> <li>- My name is Adi.</li> </ul> </li> <li><b>Expressions to ask one's identity:</b> <ul style="list-style-type: none"> <li>A: What is your name?</li> <li>B: I am.../My name is...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>make a group of four.</li> <li>- The teacher explains the rules of Think Pair Share activity.</li> <li>- The teacher distributes some cue cards to the groups.</li> <li>- The teacher gives 5 minutes for individual student to think the dialogue that they will make based on the cue cards given.</li> <li>- The teacher asks the students to share their idea and make a dialogue with partner.</li> <li>- The teacher asks the students to perform their dialogue based on the cue card given.</li> <li>- The teacher gives feedback.</li> </ul>			<ul style="list-style-type: none"> <li>- The teacher will distribute a cue card for each group.</li> <li>- The teacher gives individual students 'think time' and directs them to think about the dialogue based on the cue card given using the expressions of greeting, leave taking, introducing oneself and other.</li> <li>- Following the 'think time' individual students discuss their idea with either their face or shoulder partners and create a dialogue.</li> <li>- The teacher will call on students to share with the class the</li> </ul>		
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		<p>A: Where are you from? B: I am from ...</p> <p>A: Where do you live? / What's your address? B: I live at Jl. Achmad Yani 27.</p> <p><b>Expressions to introduce someone to another:</b></p> <ul style="list-style-type: none"> <li>- I would like to introduce Adi.</li> <li>- I would like you to meet Adi.</li> <li>- Please meet my friend Adi.</li> <li>- Donni, this is Adi.</li> </ul>				dialogue they have created with their partner.		
1 (2 <sup>nd</sup> meeting)	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>❖ express a command</li> <li>❖ express</li> </ul>	Examples of command and prohibition expressions.	- The teacher elicited the material (Did you ever ask someone to do something for you? What were their responses? Have you		Study the expressions	<b>Task 1</b> Listen and complete the conversation.	• Applying Two Stay Two Stray	Recording, pictures

	prohibition	<ul style="list-style-type: none"> <li>• <b>Giving a command</b> <ul style="list-style-type: none"> <li>- Put the report on my desk.</li> <li>- Bring the books.</li> <li>- Open the door.</li> <li>- Close the door, please.</li> <li>- Could you please give me the report?</li> <li>- Come here, please.</li> <li>- Look at the picture.</li> <li>- Please, study the dialogue.</li> </ul> </li> <li>• <b>Expressing prohibition</b> <ul style="list-style-type: none"> <li>- Don't come late.</li> <li>- Don't be lazy.</li> <li>- Don't use those shoes.</li> <li>- I'm really sorry, but don't step on the grass.</li> </ul> </li> </ul>	<p>ever prohibited someone from doing something? What were their responses? )</p> <ul style="list-style-type: none"> <li>- The teacher plays a recording about commanding and prohibiting.</li> <li>- The teacher asks the students to listen and complete the conversation (Task 1).</li> <li>- The teacher asks the students to identify the expression of command and prohibition that is used in the dialogue.</li> <li>- The teacher gives examples how to express a command and prohibition.</li> <li>- The teacher asks the students to do Two Stay Two Stray (Task 2).</li> <li>- The teacher asks the students to make a group of four.</li> <li>- The teacher explains the rules of Two Stay Two Stray activity.</li> <li>- The teacher distributes two pictures of each group.</li> <li>- The teacher gives 10 minutes each group to discuss the expressions based on the pictures.</li> <li>- The teacher asks the students to start asking the information from other groups.</li> <li>- The teacher asks each group to present the information that they get.</li> </ul>	Oral performance	Guessing the expressions based on the picture.	<p><b>Task 2</b></p> <p>You will have an activity called Two Stay Two Stray. Before doing that activity, learn the instruction below.</p> <ul style="list-style-type: none"> <li>- Work in group of four.</li> <li>- Every group consists of two people who act as hosts and give the information while two other people are guests who ask for the information.</li> <li>- The teacher will distribute 16 pictures.</li> <li>- Each group will get two pictures related to the topic.</li> <li>- Do not show your pictures before other teams ask for the information about the</li> </ul>		
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		<ul style="list-style-type: none"><li>- Ma'ams please don't bring any animals.</li><li>- Sir, could you please don't enter that room?</li></ul>				<p>picture you have.</p> <ul style="list-style-type: none"><li>- Discuss the suitable expressions based on the pictures you get with your group.</li><li>- Then you have to find the other expressions of the pictures by asking another group until you collect 16 expressions. One example is done for you.</li></ul>		
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### COURSE GRID OF IMPLEMENTATION COOPERATIVE LEARNING ACTIVITY

Standard of Competence : 3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

Basic Competency : 3.2 *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf dan mengungkapkan kesantunan.*

Cycle	Indicators	Learning Materials	Activities	Assessment			Cooperative Learning Activity	Media
				Technique	Form	Example		
2 (1 <sup>st</sup> meeting)	Students are able to: ❖ ask information ❖ give information	<ul style="list-style-type: none"> <li>• <b>Expressions to ask information</b> <ul style="list-style-type: none"> <li>- Excuse me, what is your name?</li> <li>- Can you tell me where you live?</li> <li>- Can you help me find the laboratory?</li> <li>- Sorry to trouble you, but do you know where Anisa is?</li> <li>- Do you happen to know where the bank is?</li> <li>- Could anyone tell</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The teacher elicited the material (What do you do when you want to know about your new friend's name? What do you do when you want to know about her address?)</li> <li>- The teacher plays recording related to the topic.</li> <li>- The teacher asks the students to listen and complete the sentences based on the information they get from the recording (Task 1).</li> <li>- The teacher asks the students to identify the expression of asking and giving information based on the situation on recording..</li> <li>- The teacher gives examples of the expression of asking and giving information.</li> <li>- The teacher asks the students to ask some personal information to their friend (Task 2).</li> </ul>	Oral performance	Studying the dialogue	<p><b><u>Task 1</u></b> Listen to the conversation. Do these exercise while you listen. Circle the correct word to complete these sentences.</p> <p><b><u>Task 2</u></b> Work in pairs. Ask some personal information and fill it in the blank spaces. You can ask for information about your friend.</p> <p><b><u>Task 3</u></b> You will have an activity called Inside-Outside Circle.</p>	<ul style="list-style-type: none"> <li>• Applying Inside-Outside Circle</li> </ul>	Recording

		<p>me when the test is?</p> <ul style="list-style-type: none"> <li>• <b>Expressions to give information</b> <ul style="list-style-type: none"> <li>- My name is Edo.</li> <li>- I live in Jalan Setiabudi.</li> <li>- Anisa is in the post office.</li> <li>- Take your first right.</li> <li>- Go straight up the street. It's on the left.</li> <li>- The test is on June 11<sup>th</sup>, 2007</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The teacher asks the students to do Inside Outside Circle (Task 3).</li> <li>- The teacher asks the students to divide their self into 2 groups comprising 16 students.</li> <li>- The teacher explains the rules of Inside-Outside Circle activity.</li> <li>- The teacher asks the students to make 2 circle namely small (inside) and big circle (outside).</li> <li>- The teacher blows the whistle as a sign to start the activity.</li> <li>- The teacher blows the whistle as a sign to the students in small circle move one step to the right and take turn to ask their friends.</li> <li>- The teacher asks the students to report the information they get.</li> </ul>			<p>Before doing that activity, learn the instruction below.</p> <ul style="list-style-type: none"> <li>- Divide yourself into 2 groups comprising 16 students.</li> <li>- Every group makes 2 circles namely small (inside) and big circle (outside).</li> <li>- All students in both circles face each other so that the students have partner to speak with.</li> <li>- By taking turn, the students in big circle (outside circle) ask their friends about their friends' personal information. After several minutes, the teacher will blow the whistle which</li> </ul>		
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		<ul style="list-style-type: none"> <li>- No problem.</li> <li>- Don't mention it.</li> </ul> <p>• <b>Expressions to express apology</b></p> <ul style="list-style-type: none"> <li>- Sorry.</li> <li>- I'm sorry.</li> <li>- I'm really sorry.</li> <li>- Forgive me, please.</li> <li>- I do apologize.</li> </ul> <p>• <b>Expressions to respond apology</b></p> <ul style="list-style-type: none"> <li>- Never mind.</li> <li>- It's okay.</li> <li>- No problem.</li> <li>- That's alright.</li> <li>- It doesn't matter.</li> </ul>	<p>the expression of thank and apology.</p> <ul style="list-style-type: none"> <li>- The teacher asks the students to do Numbered Head Together (Task 2).</li> <li>- The teacher asks the students to make a group of four.</li> <li>- The teacher explains the rules of Numbered Head Together activity.</li> <li>- The teacher gives number for each member of the group.</li> <li>- The teacher asks the students to rearrange the jumbled sentences into proper dialogue.</li> <li>- The teacher calls group name and number then asks the student who has that number to answer based on his/her discussion on his/her group.</li> <li>- The teacher asks the students to work in pairs, make a dialogue based on the situation given (Task 3).</li> <li>- The teacher asks the students to perform the dialogue in front of the class.</li> </ul>			<p>group of four.</p> <ul style="list-style-type: none"> <li>- In a team, rearrange the jumbled sentences into proper dialogue and answer.</li> <li>- Decide which number that should be answered by your friend in a team.</li> <li>- At the end of meeting, the teacher will call certain students to answer certain numbers. For example the teacher says, "Agent 1 please answer number 1." It means that the student having a duty to answer number 1 is called agent 1 and he/she should explain his/her answer as a representative of his/her</li> </ul>		
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				Oral performance	Role play	group. <b><u>Task 3</u></b> Work in pairs. Create a conversation based on the one of the following situations. Then act them out.		
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## LESSON PLAN

Name of School : SMP N 2 Berbah

Subject : English

Grade / Semester : VII / 1

Skill : Speaking

Time Allocation : 2 x 40 minutes

### A. Standard of Competence

3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

### B. Basic Competency

- 3.1. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **orang menyapa yang belum dikenal, memperkenalkan diri sendiri/ orang lain, dan memerintah atau melarang.***

### C. Indicators


1. Students are able to identify the expressions of greeting and introducing oneself and others in a dialogue.
2. Students are able to apply the expressions of greeting and introducing oneself and others in a certain situation.

### D. Learning Objectives

At the end of the lesson, the students are expected to be able to use the expressions of greeting and introducing oneself and others in the real life appropriately.

## E. Materials

**What to say:** *Formal and informal greetings*

	Greetings	Responses
<p><i>More formal</i></p>  <p><i>Less formal</i></p>	<ul style="list-style-type: none"> <li>• Good morning.</li> <li>• Good afternoon.</li> <li>• Good evening.</li> <li>• How nice to see you!</li> <li>• Hello, Robert.</li> <li>• How are you?</li> <li>• Hi, Bob!</li> <li>• How've you been?</li> <li>• What's happening?</li> <li>• What's new?</li> <li>• How are you doing?</li> <li>• How you doing?</li> <li>• Long time, no see.</li> </ul>	<ul style="list-style-type: none"> <li>• Good morning.</li> <li>• Good afternoon.</li> <li>• Good evening.</li> <li>• Yes, it's been quite a while.</li> <li>• Hello, Kathryn.</li> <li>• Fine, thanks. And you?</li> <li>• Hi, Kathy.</li> <li>• Pretty good.</li> <li>• Not much.</li> <li>• Nothing</li> <li>• OK.</li> <li>• Not bad.</li> <li>• Yeah!</li> </ul>

**What to say:** *Leave Taking*

Ending a conversation	Responses
<ul style="list-style-type: none"> <li>• It was nice to meet you.</li> <li>• I've got to go now.</li> </ul>	<ul style="list-style-type: none"> <li>• It was good to see you.</li> <li>• OK. See you.</li> </ul>

Leave taking	Responses
<ul style="list-style-type: none"> <li>• Good-bye, Harry.</li> <li>• Good night, Bill.</li> <li>• Have a nice (weekend).</li> <li>• Bye.</li> <li>• See you later.</li> </ul>	<ul style="list-style-type: none"> <li>• Good-bye, Lisa.</li> <li>• Good night, Jean.</li> <li>• You too.</li> <li>• Bye.</li> <li>• See you.</li> </ul>

**What to say: Introductions**

	Introducer	Response A	Response B
More formal	<ul style="list-style-type: none"> <li>I'd like to introduce Henry Cheng.</li> <li>I'd like to introduce Patricia Murphy.</li> <li>I'd like you to meet Marie Brandon.</li> <li>I'd like to introduce Tony Angelo.</li> <li>I'd like you to meet Akiko Sato.</li> </ul>	<ul style="list-style-type: none"> <li>How do you do?</li> <li>Glad to meet you.</li> <li>Nice to meet you.</li> <li>Pleased to meet you.</li> <li>Nice to meet you.</li> </ul>	<ul style="list-style-type: none"> <li>How do you do?</li> <li>The pleasure is mine.</li> <li>Nice to meet you.</li> <li>I've heard so much about you.</li> <li>Hi.</li> </ul>
Less formal	<ul style="list-style-type: none"> <li>This is Ali Hasan.</li> </ul>	<ul style="list-style-type: none"> <li>Hi.</li> </ul>	

**What to say: Self-introductions**

	Self	Response
More formal	<ul style="list-style-type: none"> <li>Hello. I'm Bert Jagger.</li> <li>Hello. My name is Reem Weda.</li> <li>Hi. I'm Mike. What's your name?</li> </ul>	<ul style="list-style-type: none"> <li>How do you do? I'm Bodie Tan.</li> <li>Pleased to meet you. I'm Dian Anggraini.</li> <li>Hi. I'm Margaret, but everyone calls me Peggy.</li> </ul>
Less formal		

**F. Teaching Technique**

Presentation, Practice, Production (PPP)

**G. Learning Activities**

- Pre activities
  - The teacher greets the students.
  - The teacher asks about the students' condition.
  - The teacher asks the students' attendance.

- Main activities

- Presentation

- The teacher elicited the material (How do you start your dialogue? Do you start by greeting your partner? What do you say to introduce yourself?)
- The teacher plays a recording about greeting and introducing. (Task 1).
- The teacher asks the students to listen and complete the dialogue.
- The teacher asks the students to identify the expression of greeting and introducing that is used in the dialogue.
- The teacher gives examples about the expressions of greeting, leave taking, and introducing oneself and someone to another.

- Practice.

- The teacher asks the students to complete the conversations with the correct expressions (Task 2).
- The teacher asks some voluntarily and orally tell the answer.
- The teacher asks the students to complete the dialogues with the expressions in the box (Task 3).
- The teacher asks some pairs to practice the dialogue.
- The teacher asks the students to practice introducing themselves to their friends (Task 4).

- Production

- The teacher asks the students to do cooperative learning activity (Think Pair Share) (Task 5).
- The teacher asks the students to make a group of four.
- The teacher explains the rules of Think Pair Share activity.
- The teacher distributes some cue cards to the groups.
- The teacher gives 5 minutes for individual student to think the dialogue that they will make based on the cue cards given.
- The teacher asks the students to share their idea and make a dialogue with partner.
- The teacher asks the students to perform their dialogue.
- The teacher gives feedback.

- Closing

- The teacher summarizes the material given.
- The teacher gives reflection towards the teaching and learning process.
- The teacher gives a preview of the upcoming materials.

## H. Sources

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## I. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Yogyakarta, ... September 2013

Approved by:

Teacher,

Hestningsih, S. Pd

NIP. 196707291995122001

Researcher,

Sekti Sari

NIM. 06202244110



# HELLO!

## Task 1

Listen to the conversation and complete the dialogue.

Elizabeth : ..... , I'm Elizabeth Mandel.

Chuck : ..... My name is Charles Chang. But please call me Chuck.

Elizabeth : ..... , Chuck. You can call me Liz.

Chuck : OK. And what's your last name again?

Elizabeth : Mandel.

## Task 2

Complete the conversation with the correct expressions.

Good morning.

Fine, thanks.

See you.  
Goodbye.

Bye!

I'll see you tomorrow.  
Goodbye.



.....

How are you?



.....



### Task 3

Complete the dialogues with the expressions in the box.

- nice to meet you
- pleased to meet you
- I'd like you to meet
- Hello
- please meet my friend

1. Lia : Tigor, ....., Nurul. Nurul, this is Tigor.

Nurul : ..... Tigor, please to meet you.

Tigor : ....., Nurul.

2. Nita : Excuse me Miss Ina, ..... Shanti, my classmate. Shanti, this is Miss Ina.

Shanti : Hello Miss Ina, .....

Miss Ina : Hello Shanti, nice to meet you, too.

**Task 4**

Introduce yourself to three friends in your class. Use some of the expressions below.

Hi! I'm .....

Hello. My name is .....

Is your name .....?

What's your name?

My name is .....

Excuse me, are  
you.....?

**Task 5**

You will have an activity called Think Pair Share. Before doing that activity, learn the instruction below.

1. Students are paired and work at tables of four.
2. The teacher will distribute a cue card for each group.
3. The teacher gives individual students 'think time' and directs them to think about the dialogue based on the cue card given using the expressions of greeting, leave taking, introducing oneself and others.
4. Following the 'think time' individual students discuss their idea with either their face or shoulder partners and create a dialogue.
5. The teacher will call on students to share with the class the dialogue they have created with the partners.

## Cue Cards

Introduce Raka to Dewi.  
They are your friends  
from different places.

Introduce Dewi to  
your English teacher,  
Mr. Wisnu.

Introduce your friend  
to your mother.

You meet a new friend.

You meet a friend.

You meet your teacher.

You want to say goodbye  
to your friend.

You want to say goodbye  
to your friend's father.

## LESSON PLAN

Name of School : SMP N 2 Berbah

Subject : English

Grade / Semester : VII / 1

Skill : Speaking

Time Allocation : 2 x 40 minutes

### A. Standard of Competence

3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

### B. Basic Competency

- 3.2. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **meminta dan memberi informasi**, mengucapkan terima kasih, meminta maaf dan mengungkapkan kesantunan*

### C. Indicators

1. Students are able to identify the expressions of asking and giving information in a dialogue.
2. Students are able to apply the expressions of asking and giving information in a certain situation.

### D. Learning Objectives

At the end of the lesson, the students are expected to be able to ask and give information appropriately.

## E. Materials

Asking for information	Giving information
<ul style="list-style-type: none"> <li>• What's your name?</li> <li>• How old are you?</li> <li>• Where do you live?</li> <li>• Where do you go to school?</li> <li>• Who is she?</li> <li>• What's your favourite drink?</li> <li>• When is your birthday?</li> </ul>	<ul style="list-style-type: none"> <li>• My name is Deandra Adi.</li> <li>• I'm 10 years old.</li> <li>• I live in Jalan Setiabudi.</li> <li>• I go to SMP Budi Mulia.</li> <li>• She is my sister.</li> <li>• My favourite drink is milk.</li> <li>• My birthday is on 24<sup>th</sup> January.</li> </ul>

## F. Teaching Technique

Presentation, Practice, Production (PPP)

## G. Learning Activities

- Pre activities
  - The teacher greets the students.
  - The teacher asks about the students' condition
  - The teacher asks the students' attendance.
- Main activities
  - Presentation
    - The teacher elicited the material (What do you do when you want to know about your new friend's name? What do you do when you want to know about her address?)
    - The teacher plays recording related to the topic.
    - The teacher asks the students to listen and complete the sentences based on the information they get from the recording (Task 1).
    - The teacher asks the students to identify the expression of asking and giving information based on the recording.
    - The teacher gives examples of the expression of asking and giving information.

➤ Practice

- The teacher asks the students to complete the sentences with a word from the box (Task 2).
- The teacher asks some voluntarily and orally tell the answer.
- The teacher asks the students to ask some personal information to their friend (Task 3).

➤ Production

- The teacher asks the students to do cooperative learning activity (Inside Outside Circle) (Task 4).
- The teacher asks the students to divide their self into 2 groups comprising 16 students.
- The teacher explains the rules of Inside-Outside Circle activity.
- The teacher asks the students to make 2 circle namely small (inside) and big circle (outside).
- The teacher blows the whistle as a sign to start the activity.
- The teacher blows the whistle as a sign to the students in small circle move one step to the right and take turn to ask their friends.
- The teacher asks the students to report the information they get.

▪ Closing

- The teacher summarizes the material given
- The teacher gives reflection towards the teaching and learning process
- The teacher gives a preview of the upcoming materials

## H. Sources

- Kumalarini, ... (et.al). 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4/Th.* Jakarta: Pusat Perbukuan, Departemen Pendidikan.
- Mukarto, ... (et.al). 2007. *English on Sky for Junior High School Students Year VII.* Jakarta: Penerbit Erlangga.
- Priyana, J., Riandi, Mumpuni, A. P. 2008. *Scaffolding English for Junior High School Students Grade VII.* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

- Wardiman, Artono. 2008. *English in focus 1: for grade VII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- [www.youtube.com](http://www.youtube.com)

### I. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Yogyakarta, ... September 2013

Approved by:

Teacher,

Researcher,

Hestningsih, S. Pd

Sekti Sari

NIP. 196707291995122001

NIM. 06202244110



# I AM ...

## Task 1

Listen to the conversation. Do this exercise while you listen. Circle the correct word to complete these sentences.

1. Lucy's surname is **More / Moor / Moore**.
2. She's in class **1C / 1B / 4B**.
3. Lucy is **13 / 14 / 15**.
4. The librarian asks for Lucy's **address / photo / passport**.

## Task 2

Complete the sentence with a word from the box.

1. What is your ..... number?
2. What is your .....?
3. What ..... do you go to?
4. .... do you live?
5. How old ..... you?

address  
telephone  
school  
where  
are

## Task 3

Work in pairs. Ask for personal information and fill it in the blank spaces. You can ask for information about your friend.

You : Good afternoon. I'm ..... (your name).  
Are you ..... (your friend's name)?

Your friend : Yes, please call me ..... (your friend's name)

You : What's your full name?

Your friend : .....

You : Where were you born?

Your friend : .....

You : What do you want to be?

Your friend : .....

You : How do you spend your leisure time?

Your friend : .....

You : Are you interested in sport?

Your friend : .....

You : ..... ?

Your friend : .....

You : Thanks for your time.

Your friend : You're welcome. Bye.

#### Task 4

You will have an activity called **Inside-Outside Circle**. Before doing that activity, learn the instruction below.

1. Divide yourself into 2 groups comprising 16 students.
2. Every group makes 2 circles namely small (inside) and big circle (outside).
3. All students in both circles face each other so that the students have partner to speak with.
4. By taking turn, the students in big circle (outside circle) ask their friends about their friends' personal information. After several minutes, the teacher will blow the whistle which means that the students inside the circle should move one step to the right and ask their friends about their personal information.

5. After collecting all information about the personal information of their friends, the students should report it in front of the class.

## LESSON PLAN

Name of School : SMP N 2 Berbah

Subject : English

Grade / Semester : VII / 1

Skill : Speaking

Time Allocation : 2 x 40 minutes

### A. Standard of Competence

3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

### B. Basic Competency

- 3.1. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: orang menyapa yang belum dikenal, memperkenalkan diri sendiri/ orang lain, dan **memerintah atau melarang**.*

### C. Indicators

1. Students are able to identify the expressions of commanding and prohibiting in a dialogue.
2. Students are able to apply the expressions of commanding and prohibiting in a certain situation.

### D. Learning Objectives

At the end of the lesson, the students are expected to be able to express a command and prohibition appropriately.

## E. Materials

How do you ask people to do something?

Start with a verb. This verb is called “imperative verb”.

If you don’t want people to do something, start with “don’t”.

Giving a command	Expressing prohibition
<ul style="list-style-type: none"> <li>• Open the door, please.</li> <li>• Get up at 5 o’clock.</li> <li>• Come here.</li> <li>• Let’s go there.</li> <li>• Please, help me.</li> <li>• Stand up.</li> <li>• Keep quite.</li> <li>• Switch off the AC.</li> </ul>	<ul style="list-style-type: none"> <li>• Don’t open the door.</li> <li>• Don’t come here.</li> <li>• Don’t sit on the floor.</li> <li>• Do not laugh at him.</li> <li>• Don’t go anywhere.</li> <li>• Don’t make a noise.</li> <li>• Don’t be late, please.</li> <li>• Don’t wait here, please.</li> </ul>

\*we use “please” to make an imperative more polite.

## F. Teaching Technique

Presentation, Practice, Production (PPP)

## G. Learning Activities

- Pre activities
  - The teacher greets the students.
  - The teacher asks about the students’ condition
  - The teacher asks the students’ attendance.
- Main activities
  - Presentation
    - The teacher elicited the material (Did you ever ask someone to do something for you? What were their responses? Have you ever prohibited someone from doing something? What were their responses? )
    - The teacher plays a recording about commanding and prohibiting.

- The teacher asks the students to listen and complete the conversations (Task 1).
- The teacher asks the students to identify the expression of command and prohibition that is used in the dialogue.
- The teacher gives examples how to express a command and prohibition.

➤ Practice

- The teacher asks the students to choose the best answer to complete the dialogues (Task 2).
- The teacher asks some voluntarily and orally tell the answer.
- The teacher asks the students to complete the dialogues (Task 3).
- The teacher asks the students to practice the dialogue with a partner.

➤ Production

- The teacher asks the students to do cooperative learning activity (Two Stay Two Stray) (Task 4).
- The teacher asks the students to make a group of four.
- The teacher explains the rules of Two Stay Two Stray activity.
- The teacher distributes two pictures of each group.
- The teacher gives 10 minutes each group to discuss the expressions based on the pictures.
- The teacher asks the students to start asking information from other groups.
- The teacher asks each group to present the information that they get.

▪ Closing

- The teacher summarizes the material given
- The teacher gives reflection towards the teaching and learning process
- The teacher gives a preview of the upcoming materials

## H. Sources

- Kumalarini, ... (et.al). 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4/Th.* Jakarta: Pusat Perbukuan, Departemen Pendidikan.

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- [www.youtube.com](http://www.youtube.com)

### I. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Yogyakarta, ... September 2013

Approved by:

Teacher,

Researcher,

Hestinationsih, S. Pd

Sekti Sari

NIP. 196707291995122001

NIM. 06202244110

## DO THIS...PLEASE.

### Task 1

Listen and complete the conversation.

Teacher : Hello students! I am the teacher.

Students : Hello teacher! We are students.

Teacher : What is your name? (1) \_\_\_\_\_

Paul : My name is Paul.

Teacher : Good Paul. (2) \_\_\_\_\_ What is your name?

Penelope : My name is Penelope.

Teacher : What is your name?

George : My name is Penelope.

Students : Hahahaha.

Teacher : (3) \_\_\_\_\_

George : My name is George.

Teacher : Hello George! Now students (4) \_\_\_\_\_ Good. No George, it is not a book. It is a pencil box. (5) \_\_\_\_\_ and (6) \_\_\_\_\_

Penelope : (7) \_\_\_\_\_ George.

Teacher : Now, (8) \_\_\_\_\_ It is a pen.

Students : It is a pen.

Teacher : It is a pencil.

Students : It is a pencil.



Teacher : It is a ruler.

Students : It is a ruler.

Teacher : Very good. Now, close your book and put your book away. Take out your homework. (9) \_\_\_\_\_

George : Teacher, I don't have my homework.

Teacher : OK George, (10) \_\_\_\_\_

Paul : Teacher, I don't have a pencil. (11) \_\_\_\_\_

Teacher : OK. Paul and Penelope you may listen to music or play a computer.  
(12) \_\_\_\_\_ Paul.

Paul : Teacher, may I go to the bathroom?

Teacher : Yes Paul, go.

## Task 2

Choose the best answer.

1. Andi : I don't feel good.  
Sari : ..... the doctor.  
a. Look      b. See  
c. Watch    d. Listen
2. Bank teller : Please, .....in line.  
Customer : Okay.  
a. sit          b. walk  
c. stand      d. step
3. Sandy : ..... to bring no 2 pencil to the test.  
Okky : I won't.  
a. Don't try      b. Don't bring  
c. Don't forget    d. Don't remember

4. Ari : ..... anyone my secret. Do you promise?

Sany : I do.

- |                |               |
|----------------|---------------|
| a. Don't talk  | b. Don't tell |
| c. Don't speak | c. Don't say  |

### Task 3

Look at the pictures and complete the following conversations.

1.



Security : Sorry Sir, \_\_\_\_\_ to the hospital.

Mr Pinem : *Why not?*

Security : It is dangerous for the people around here, especially for the patients.

Mr Pinem : *Oh... OK. No problem.*

Security : Thank you, Sir.



2.

- Mira : Hi... Rani, what's the matter?  
 Rani : Hi... Mira, I have a problem with the book.  
 Mira : What is that?  
 Rani : Is this the book recommended by the teacher?  
 Mira : Oh..that's not the book, \_\_\_\_\_  
 Rani : Oh..OK, thank you for the information.

#### Task 4

You will have an activity called Two Stay Two Stray. Before doing that activity, learn the instruction below.

1. Work in group of four.
2. Every group consists of two people who act as hosts and give the information while two other people are guests who ask for the information.
3. The teacher will distribute 16 pictures.
4. Each group will get two pictures related to the topic.
5. Do not show your pictures before other teams ask for the information about the picture you have.

6. Discuss the suitable expressions based on the pictures you get with your group.
7. Then you have to find the other expressions of the pictures by asking another group until you collect 16 expressions.
8. One example is done for you.

Example:



A: Excuse me, could you tell me the expressions of the picture you have?

B: Sure, it is "Mop the floor, please."

1.



2.



3.



4.



5.



6.



7.





8.



9.



10.



11.



12.



13.



14.



15.





16.



## LESSON PLAN

Name of School : SMP N 2 Berbah

Subject : English

Grade / Semester : VII / 1

Skill : Speaking

Time Allocation : 2 x 40 minutes

### A. Standard of Competence

3. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.*

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- 3.2. *Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, **mengucapkan terima kasih, meminta maaf** dan mengungkapkan kesantunan*

### C. Indicators

1. Students are able to identify the expressions of apologizing and thanking in a dialogue.
2. Students are able to apply the expressions of apologizing and thanking in a certain situation.

### D. Learning Objectives

At the end of the lesson, the students are expected to be able to express apology and thank appropriately.

## E. Materials

	Apology	Response
<i>More formal</i>	<ul style="list-style-type: none"> <li>• Forgive me. I'm terribly sorry about...</li> <li>• Please accept my apologies for...</li> <li>• I would like to apologize for...</li> <li>• I apologize for...</li> <li>• I'm sorry. I didn't mean to...</li> <li>• Oh no! Did I do that? I'm sorry.</li> <li>• Oh! Sorry!</li> <li>• Sorry about that.</li> </ul>	<ul style="list-style-type: none"> <li>• That's quite all right.</li> <li>• You really don't have anything to apologize for.</li> <li>• I wouldn't worry about it if I were you.</li> <li>• Oh that's all right. It can happen to anyone.</li> <li>• Don't worry about it.</li> <li>• It's OK.</li> <li>• No problem.</li> <li>• Forget it.</li> </ul>
<i>Less formal</i>		

	Expressing Thanks	Response
<i>More formal</i>	<ul style="list-style-type: none"> <li>• I'm very grateful for...</li> <li>• I'm so grateful for...</li> <li>• Thank you very much for...</li> <li>• Thank you so much for...</li> <li>• Thank you for...</li> <li>• Thanks a lot for...</li> <li>• Thanks!</li> </ul>	<ul style="list-style-type: none"> <li>• You're very welcome.</li> <li>• You're entirely welcome.</li> <li>• Don't mention it.</li> <li>• You're welcome.</li> <li>• It was my pleasure.</li> <li>• You're welcome.</li> <li>• It was nothing. What are friends for?</li> </ul>
<i>Less formal</i>	<ul style="list-style-type: none"> <li>• Thanks a million!</li> </ul>	<ul style="list-style-type: none"> <li>• Don't worry about it.</li> </ul>

## **F. Teaching Technique**

Presentation, Practice, Production (PPP)

## **G. Learning Activities**

- Pre activities
  - The teacher greets the students.
  - The teacher asks about the students' condition.
  - The teacher asks the students' attendance.
- Main activities
  - Presentation
    - The teacher elicited the material (What do you say when your mother gives you a present? What do you say if you broke your mother's stuff?)
    - The teacher plays a recording about apologizing.
    - The teacher asks the students to listen and complete the dialogue (Task 1).
    - The teacher asks the students to identify the expressions of apology used in the dialogue.
    - The teacher gives examples the expression of thank and apology.
  - Practice
    - The teacher asks to read and match it with the correct response (Task 2)
    - The teacher asks some voluntarily and orally tell the answer.
    - The teacher asks the students to do cooperative learning activity (Numbered Head Together) (Task 3).
    - The teacher asks the students to make a group of four.
    - The teacher explains the rules of Numbered Head Together activity.
    - The teacher gives number for each member of the group.
    - The teacher asks the students to rearrange the jumbled sentences into proper dialogue.
    - The teacher calls group name and number then asks the student who has that number to answer based on his/her discussion on his/her group.
  - Production
    - The teacher asks the students to work in pairs, make a dialogue based on the situation given (Task 4).
    - The teacher asks the students to perform the dialogue in front of the class.
- Closing
  - The teacher summarizes the material given.
  - The teacher gives reflection towards the teaching and learning process.

## H. Sources

- Tilit, Bruce. 1999. *Speaking Naturally*. Cambridge University Press.
- Kumalarini, ... (et.al). 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VII Edisi 4/Th*. Jakarta: Pusat Perbukuan, Departemen Pendidikan.
- Mukarto, ... (et.al). 2007. *English on Sky for Junior High School Students Year VII*. Jakarta: Penerbit Erlangga.
- Priyana, J., Riandi, Mumpuni, A. P. 2008. *Scaffolding English for Junior High School Students Grade VII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
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- [www.youtube.com](http://www.youtube.com)

## I. Scoring Rubric

No	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total score}}{4} \times 10 =$$

Yogyakarta, ... September 2013

Approved by:

Teacher,

Researcher,

Hestningsih, S. Pd

Sekti Sari

NIP. 196707291995122001

NIM. 06202244110



# SORRY!

## Task 1

Listen and complete the conversation.

- A : (1) \_\_\_\_\_ do you happen to have the pen I gave you?
- B : Yes, I do. Just a second. (2) \_\_\_\_\_ I seem to have lost the pen.
- A : (3) \_\_\_\_\_ It's just a pen.
- B : (4) \_\_\_\_\_
- A : Please, don't bother yourself about the pen. It's not important.
- B : I don't know what I have done with the pen.
- A : Oh...is that it? There...
- B : Where?
- A : There...stuck behind your ear.
- B : Oh...so it is. Here you are. (5) \_\_\_\_\_
- A : (6) \_\_\_\_\_

## Task 2

Read the questions and match them with the response in the box.

- |  |         |
|--|---------|
| 1. How are you feeling today?                    | [.....] |
| 2. Here's a present for you. I hope you like it. | [.....] |
| 3. Let me open the door for you.                 | [.....] |

4. Your bag is nice. [.....]
5. Excuse me. Is this your book? [.....]

- a. Thank you very much. My hands are really full.
- b. Thanks. It was a gift from my best friend.
- c. Much better. Thank you.
- d. Oh, yes. Thank you very much.
- e. A Kelly Clarkson's CD! Thank you so much. I really like it.

### Task 3

You will have an activity called **Numbered Head Together**. Before doing that activity, learn the instruction below.

1. Work in group of four.
2. In a team, rearrange the jumbled sentences into proper a dialogue.
3. Decide which dialogue that should be answered by your friend in a team.
4. At the end of meeting, the teacher will call certain students to answer certain numbers. For example the teacher says, "Agent 1 please answer number 1." It means that the student having a duty to answer number 1 is called agent 1 and he/she should explain his/her answer as a representative of his/her group.

#### Dialogue 1

Banu : Certainly. So you'll leave your bike here.

Sani : Banu, could you take me home? I have a flat tire.

Banu : I see. Let's go.

Sani : I have to. There is no bike repairman nearby, I'll ask my father for a help.



**Dialogue 2**

Simon : Erik, can I borrow your book?

Erik : Don't mention it.

Simon : *Thanks a lot.*

Erik : Sure, here it is.

**Dialogue 3**

Mother : You're welcome.

Doni : Wow, great. Thanks Mum.

Mother : I bought sneakers for you.

**Dialogue 4**

Anto : Oh thank you. I've wanted this bag for years. You're so nice.

Anto's sister : That's alright.

Anto's sister : Happy birthday, Anto. This is for you.

**Dialogue 5**

Teacher : That's alright. Next time be careful.

Student : I'm sorry, Ma'am. I broke the beaker.

Student : I will, Ma'am. I promise.

**Dialogue 6**

Teacher : It's OK this time. Please be on time in the future.

Andi : I'm sorry, Sir. I'm late to class.

Andi : Yes, I will, Sir.

**Dialogue 7**

Teacher : Thank you.

Sandy : Yes, Sir.

Teacher : Sandy, will you open the window, please. It's hot here.

**Dialogue 8**

Santo : I am sorry, Mom. I forgot.

Mother : Santo, have you bought me some sugar?

Mother : Never mind.

<b>Task 4</b>
---------------

**Work in pairs. Create a conversation based on the one of the following situations. Then act them out.**

1. Somebody says something nice about your shoes.
2. You step on someone's foot.
3. Somebody returns the pen you've lost.
4. You are wrong to call the name of your new friend.
5. Someone gives you a surprise birthday party.
6. You are late to come to your friend's birthday party.
7. Somebody treats you lunch.
8. Someone gives you a poster.



### The Summary of the Observation Checklists

Criteria	Observation Score/meeting			
	1	2	3	4
<b>A. Pre-teaching</b>				√
1. The teacher greets and asks the students' condition.				√
2. The students respond to the teacher's greeting and tell about their condition.			√	
3. The teacher reviews the previous materials.			√	
4. The teacher introduces the new topic to the students.				√
5. The teacher tells the objective of the teaching and learning process.				√
<b>B. Whilst-teaching</b>				√
6. The teacher distributes handout/ worksheet.			√	
7. The teacher asks the students to read a dialogue/ to listen to her.			√	
8. The students read the dialogue/ listen to the teacher.			√	
9. The students identify the expressions use in the dialogue.			√	
10. The materials are explained in an understandable way.				√
11. The teacher checks students' understanding.		√		
12. The teacher asks questions to the students.		√		
13. The teacher gives chances to the students for asking questions.		√		
14. The students ask questions.		√		
15. The students answer the teacher's questions.		√		
16. The teacher directions are clear and concise and the students are able to carry them out.			√	
17. The teacher asks the students to do the exercise.			√	
18. The lesson is smooth, sequenced, and logical.			√	

19. The teacher shows an interest in, and enthusiasm for the subject being taught.			√	
20. The teacher evaluates the teaching and learning process.			√	
<b>C. Post-teaching</b>				
21. The teacher concludes and summarizes the lesson with the students.		√		
22. The teacher previews on the upcoming materials.		√		
23. The teacher closes the teaching and learning process.			√	
<b>D. Methods</b>			√	
24. There are balance and variety activities during the lesson.				
25. The teacher moves around the class and makes eye contact with the students.				√
26. The teacher positively reinforces the students.			√	
27. The teacher decrease students' tension and increase their confidence in the teaching and learning process.			√	
28. Examples and illustrations are used effectively.			√	
29. The teacher uses teaching media.				√
30. Drills are used and presented effectively.		√		
31. The teacher corrects students' error and mistakes.			√	
32. The teacher uses the allocated time well.		√		
33. The teacher uses English all the time.		√		
<b>E. Teacher-students' interaction</b>				
34. The teacher encourages and assures full student participation in the classroom.			√	
35. The students feel free to ask questions, to disagree, and to express their own ideas.			√	
36. The teacher is able to control and direct the class.			√	
37. The students are attentive and involved			√	
38. The students are comfortable and relaxed,			√	
39. The students are encouraged to do their best.			√	

40. The teacher is aware of individual and group needs.			√	
<b>F. Improvement of Students' Speaking Skills</b>				
41. Some students volunteer themselves to share their opinions during the lesson.			√	
42. The students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.			√	

Description:

0 = not applicable, 1 = unsatisfactory, 2 = average, 3 = above average, 4 = excellent

### Pre-Test and Post-Test

Work in pairs. Create a conversation based on the one of the following situation.  
Then act them out.

1. You meet your friend at school in the morning. What do you say?
2. You want to go to bed at night. What do you say to your parents?
3. You meet a new friend. Ask some personal information about her/him.
4. The teacher ask you to clean the blackboard. What do you say?
5. Your friend is looking for her pen. You want to help her. What would you say?  
How would your friend respond?

**Speaking Rubrics by Dick, Gall, and Brog (2003:571)**

<b>Range</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Accuracy</b>	<b>Vocabulary</b>
10	The speaker very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural	The speaker rarely makes pronunciation mistakes in performing the expected competency;	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not



	hesitations.	intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.	sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	impede meaning in performing the expected competency.
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often Makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.

5	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and searching for words so that he/ she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	The speaker almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker makes very often grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	The speaker uses limited vocabulary variations and uses many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
3	The speaker speaks very slowly and discontinuously (like speaking per word with simple	The speaker always makes pronunciation mistakes in performing the expected	The speaker almost always makes grammatical mistakes in basic grammatical structure (like	The speaker uses limited vocabulary variations to perform the expected competency so that communication is

	patterns). Even pauses very long in communication to perform the expected competency.	competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	rather difficult to understand, he/ she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the teacher to express the ideas.
1	The speaker communicates very difficulty; he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.





## PHOTOGRAPHS



Picture 1. The students were studying in language laboratory



Picture 2. The collaborator was observing the teaching and learning process



Picture 3. The students were answering the worksheet based on the voice-recording



Picture 4. The students were paying attention on the video which was displayed on the LCD



Picture 5. The students were discussing the task in pairs

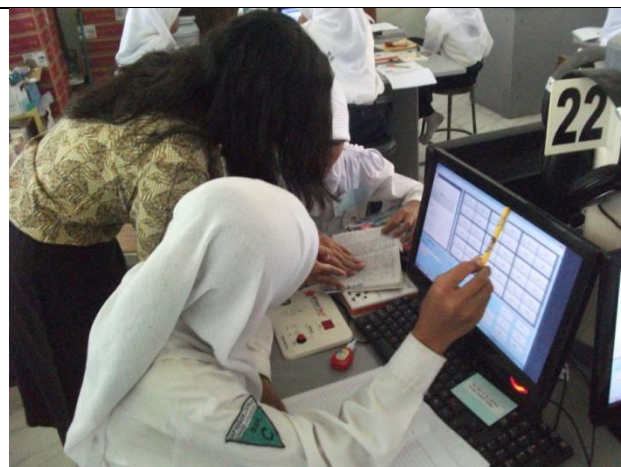


Picture 6. The students were doing the worksheet in groups





Picture 6. A student was answering the researcher's question by rising her hand



Picture 7. The researcher was giving more explanation to the group



Picture 8. The students were doing two stay two stray activity



Picture 9. The students were doing role play



Picture 10. The students were practicing dialogue based on cue card given



Picture 11. The students were participating enthusiastically in the activity



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

**SMP NEGERI 2 BERBAH**

Alamat : Sanggrahan, Tegaltirto, Berbah, Sleman. Telepon (0274) 497981  
E Mail : smp2berbah@yahoo.co.id Website : www.smpn2berbah.wordpress.com

**SURAT KETERANGAN**

**NO : 070 / 345**

Yang bertandatangan di bawah ini Kepala SMP Negeri 2 Berbah, Kabupaten Sleman, Provinsi Daerah Istimewa Yogyakarta dengan ini menerangkan bahwa Saudara tersebut di bawah ini :

Nama : **Sekti Sari**  
No. Mahasiswa : 6202244110  
Program / Tingkat : S1  
Instansi / Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat Rumah : Sribit RT 01 RW 11 Sendangtirto, Berbah, Sleman

telah mengadakan penelitian di SMP Negeri 2 Berbah untuk memperoleh data yang diperlukan sehubungan dengan penyusunan tugas akhir pada tanggal 24 September 2013 s/d 4 Oktober 2013 dengan judul “ **IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING FOR THE VII GRADE STUDENTS OF SMP NEGERI 2 BERBAH IN THE ACADEMIC YEAR OF 2013/2014** “.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Berbah, 5 Oktober 2013

Kepala Sekolah



Ris Santosa, S.Pd.

19640414 198803 1 008





PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAAH RAGA  
**SMP NEGERI 2 BERBAH**

Alamat : Sanggrahan, Tegaltirto, Berbah, Sleman. Telepon (0274) 497981  
E Mail : smp2berbah@yahoo.co.id Website : www.smpn2berbah.wordpress.com

**SURAT KETERANGAN**

**NO : 070 / 345**

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Nama : **Sekti Sari**  
No. Mahasiswa : 6202244110  
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Instansi / Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat Rumah : Sribit RT 01 RW 11 Sendangtirto, Berbah, Sleman

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Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Berbah, 5 Oktober 2013

Kepala Sekolah



Ris Santosa, S.Pd.

19640414 198803 1 008



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / V/ 6997 / 9 /2013

Membaca Surat : DEKAN FAKULTAS BAHASA DAN SENI  
UNY

Nomor : 0876d/UN.34.12/DT/IX/2013

Tanggal : 23 SEPTEMBER 2013

Perihal : IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama : SEKTI SARI

NIP/NIM : 6202244110

Alamat : KARANGMALANG YOGYAKARTA

Judul : IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING FOR THE VII GRADE STUDENTS OF SMP N 2 BERBAH IN THE ACADEMIC YEAR OF 2013/2014

Lokasi : KAB. SLEMAN

Waktu : 24 SEPTEMBER 2013 s/d 24 DESEMBER 2013

**Dengan Ketentuan**

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id) dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: [adbang.jogjaprovo.go.id](http://adbang.jogjaprovo.go.id);
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 24 SEPTEMBER 2013

An. Sekretaris Daerah

Asisten Perekonomian dan Pengembangan  
Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH.

NIP. 19580120 198503 2 003

Tembusan:

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- Bupati Sleman CQ Ka. Bappeda
- Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- DEKAN FAKULTAS BAHASA DAN SENI UNY
- YANG BERSANGKUTAN



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0876d/UN.34.12/DT/IX/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

23 September 2013

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING FOR THE VII GRADE STUDENTS OF SMP N 2 BERBAH IN THE ACEDMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : SEKTI SARI  
NIM : 06202244110  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Oktober – November 2013  
Lokasi Penelitian : SMP N 2 Berbah

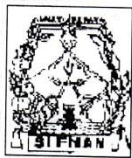
Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kadus Lata Usaha FBS,  
  
D. S. Y. Sukama, M.Pd.  
NIP 19620610 198601 1 001

Tembusan:  
1. Kepala SMP N 2 Berbah





**PEMERINTAH KABUPATEN SLEMAN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 2994 / 2013

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.  
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta  
Nomor : 070/Reg/V/6997/9/2013  
Hal : Izin Penelitian  
Tanggal : 24 September 2013

**MENGIZINKAN :**

Kepada :  
Nama : SEKTI SARI  
No.Mhs/NIM/NIP/NIK : 6202244110  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Sribit RT 01 RW 11 Sendangtirto, Berbah, Sleman, Yogyakarta  
No. Telp / HP : 085712856684  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING SPEAKING SKILLS THROUGH COOPERATIVE LEARNING  
FOR THE VII GRADE STUDENTS OF SMP NEGERI 2 BERBAH IN THE  
ACADEMIC YEAR OF 2013/2014**  
Lokasi : SMP Negeri 2 Berbah, Sleman  
Waktu : Selama 3 bulan mulai tanggal: 24 September 2013 s/d 24 Desember 2013

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 24 September 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCHIRANI SINURAYA, M.Si, M.M  
Dan... ..

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Berbah
6. Kepala SMP Negeri 2 Berbah, Sleman
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan

A. FORMULIR ISIAN PERMOHONAN IJIN STUDI PENDAHULUAN / PRA  
SURVEY / PRA PENELITIAN

B. SURAT PERNYATAAN BERSEDIA MENYERAHKAN HASIL PENELITIAN /  
SURVEY / PKL

\*) Lingkari yang dipilih A atau B

Nomor : 070/ 2994

Kami, yang bertanda tangan di bawah ini :

1. Nama : Sekti Sari
2. Alamat Rumah : Sribit RT01 Rw 11 Sendanglirto,  
Berbah, Sleman, Yogyakarta
3. Nomor Telepon : 085712856684
4. No. Mahasiswa/NIP/NIM : 06203214110
5. Tingkat (D1/D2/D3/D4/S1/S2/S3) : S1
6. Universitas/Akademi : Universitas Negeri Yogyakarta
7. Dosen Pembimbing : Shairi M. Saleh, M.A.
8. Lokasi Penelitian/Survey : 1. SMP N 2 Berbah  
2. ....
9. Judul Penelitian :  
Improving Speaking Skills Through Cooperative Learning  
for the VII Grade Students of SMP N 2 Berbah in the  
Academic Year of 2013 /2014

Berdasarkan pilihan saya pada formulir isian diatas (poin B), saya bersedia untuk menyerahkan hasil Penelitian / Survey / PKL berupa 1 (satu) CD format PDF selambatnya 1 (satu) bulan setelah selesai Penelitian / Survey / PKL dilaksanakan.



Sleman, 24 Sept ..... 2013.....

Yang menyatakan

Sekti Sari

(nama terang)